

Implementing video blogs as a tool to improve speaking skills in 6th grade students from
Provincial San José High School

María Fernanda Delgado Chía

Faculty of Education
Foreign Language Degree English and French
University of Pamplona
Pamplona
2019

Implementing video blogs as a tool to improve speaking skills in 6th grade students from
Provincial San José High School

María Fernanda Delgado Chía

Mentor:

Mayeini Katherine García Parada

Faculty of Education

Foreign Language Degree English and French

University of Pamplona

Pamplona

2019

Table of Contents

Presentation.....	6
Introduction.....	9
Justification.....	12
Objectives	13
General Objective.....	13
Specific Objectives.....	13
Institutional Observation.....	14
Shield.....	14
Flag.....	15
Institutional Motto.....	15
Hymn.....	15
Institutional Location	15
Identification of the Authorities	16
Identification of the fundamental aspects from P. E. I.....	17
Mission	17
Vision.....	18
Institutional Objectives.....	18
Important aspects of the school coexistence manual	19
The physical hall of the school.....	20
Organization Chart	20
The Institutional timetable	21
Timetable of the supervisor.....	22
Pedagogical aspects observed	23
CHAPTER I: Pedagogical Component.....	25
Introduction.....	25
Problem.....	27
Justification.....	28
Objectives	31
General Objective.....	31
Specific Objectives.....	31
Theoretical Framework.....	31
New Technologies.....	32
Video Blogs:.....	32

Speaking skills:	33
Listening Skills:.....	33
Task based learning:	34
Communicative Approach:	34
Action Approach	35
Literature Review.....	35
Pedagogical methodology.....	38
Timetable of the pedagogical implementation.....	57
Research methodology.....	58
Non-participants observations.....	59
The participant observation.....	59
Journals.....	59
Video recordings	60
Interviews	60
Data Analysis	65
Schedule of instruments implementation	60
CHAPTER II: Research Component	81
Introduction.....	82
Problem	83
Justification	84
Objectives	85
General Objectives	85
Specific Objectives.....	85
Theoretical Framework.....	86
Teaching profession	86
Reflection	87
Reflection as a process	87
Development	87
Social reconstruction.....	87
Generic	88
Reflection promoters	88
Critical element of reflective thinking	88
Methodology.....	89
Reflection workshops	89

Self- Observation sheet.....	90
Narrative.....	90
Class records	91
Context.....	92
Socializing role.....	94
Instructive role.....	94
Educational role.....	94
Population.....	95
The direct beneficiary population:.....	95
The indirect beneficiary population :.....	95
Formed by the teachers community from the foreign languages program in the University of Pamplona	95
Research Component Timetable	92
Chapter III: Outreach Component	100
Presentation.....	100
Introduction.....	101
Justification	102
Objectives	103
General objectives	103
Specific objectives.....	103
Typology of the project.....	104
Theoretical Framework.....	104
Foreign Language Teaching.....	104
National Bilingual program.....	105
Bilingualism	105
School Contexts	105
Timetable of Activities.	105
Methodology.....	106
CHAPTER IV: Administrative Component	107
Introduction.....	109
Objectives	109
General Objective.....	109
Specific Objectives.....	109
Methodology.....	110
Timetable of Activities	110

References.....	112
-----------------	-----

List of figures

<i>Figure 1.</i> Identification of the authorities.....	17
<i>Figure 2.</i> Organization chart of the institution.....	21
<i>Figure 3.</i> The interpretative analysis cycle.....	66
<i>Figure 4.</i> Methodology for the implementation of the outreach component.....	107

List of images

<i>Image 1.</i> Shield of the Institution.....	14
<i>Image 2.</i> Flag of the Institution.....	15
<i>Image 3.</i> Physical Structure of the Provincial San José school in The Santander Avenue.....	16
<i>Image 4.</i> Topographical location of the Institution.....	16
<i>Image 5.</i> Student's book.....	24

List of Tables

<i>Table 1.</i> General schedule of the Institution.....	¡Error! Marcador no definido.
<i>Table 2.</i> Schedule of the Supervisor.....	22
<i>Table 3.</i> Schedule of the pre-service teacher.....	22
<i>Table 4.</i> Schedule activities for the implementation of the pedagogical component.....	57
<i>Table 5.</i> Schedule of instruments implementation.....	61
<i>Table 6.</i> Timetable of activities of the research component.....	93
<i>Table 7.</i> Timetable of activities of the outreach component.....	106
<i>Table 8.</i> Schedule activities to participate in all the extra activities proposed by the institution.....	110

List of Appendix

<i>Appendix 1.</i> Hymn of the Institution.....	112
<i>Appendix 2.</i> General Schedule of the Institution.....	114
<i>Appendix 3.</i> Materials for the first implementation.....	115
<i>Appendix 4.</i> First implementation Planning.....	119
<i>Appendix 5.</i> Materials of the third implementation session.....	125
<i>Appendix 6.</i> Non participant observation.....	125

<i>Appendix . Journal</i>	125
<i>Appendix 8. Class Recording</i>	129
<i>Appendix 9. Interview</i>	130
<i>Appendix 10. Reinforcement Workshops</i>	130
<i>Appendix 11. Administrative component evidences</i>	131

Presentation

This proposal aims to encourage English in secondary school courses by implementing a pedagogical tool to improve the speaking skills in a public school in Pamplona, in this process, the practicum must accomplish a role and a support with the school community by participating in the entire events proposed by the practicum scenario and by offering online reinforcement activities for students who have difficulties in the learning English process.

First of all, this proposal contains the introduction, followed by the justification, the presentation of the general and the specific objectives and the institutional observation which encompasses some aspects related to the school location, administration, organizational and functional chart, the school coexistence manual and the Institutional educational Project. Suddenly, a description of each component with a detail of what it is going to be done in each one of them, the first one is the pedagogical component continued by the research component, the community extent component and the administrative component.

Pursued, the presentation of each one of the components already mentioned, the pedagogical component aims to implement Video Blogs as a tool to improve speaking skills in students from 6th grade from Provincial San José school in the city of Pamplona, in this component are involved the use of new technologies to teach English, Provincial San Jose school aims to improve speaking skills in English with the students of secondary grades, as a way to accomplish

this goal, the pedagogical component will focus their theory in the improvement of speaking by using new technologies.

On the other hand, in the research component the Trainee teacher make part of a macro- Project entitled “Training of reflective spirit in trainee teachers from the Foreign Languages program, a tool to qualify pedagogical practice” which objectives are: To implement reflection as a transformative tool of the pedagogical processes of Integral Practice and to promote in students/pre-service teachers, the development of a critical mind which allows them to analyze their pedagogical practice.

In the third chapter, the outreach component, Trainee teachers must develop an extent with students who have difficulties in English classes, this project is entitled: Awareness of English language with students with learning necessities in Secondary courses” which objective is To address the training needs in English needs of young population of the Provincial San José School in secondary grades.

Finally, In the fourth, the administrative component It corresponds in the trainee teacher participation in all the extra-curricular activities and events established by the practicum scenario for practicing to know teachers role outside the classroom.

Introduction

The University of Pamplona’s foreign languages program proposes a practicum intervention in public and private schools in order to make students of tenth semester

implement and develop strategies and methods to encourage and reinforce English skills by doing four components. This project guided by the pedagogical, research, Outreach and the administrative components could identify the requirement in the Provincial San José school community for improving their English skills in secondary grades.

The first component aims to implement video blogs as a tool to improve speaking skills in 6th grade, this component is related to the use of ICT's and new technologies, students will use 30 tablets which the institution counts WITH; those technological tools were given by the National Educational Ministry to contribute to the English teaching and learning process. The use of New technologies is essential for the development and improvement of English skills by contributing both learners and teachers that's why Ahmadi (2018) states: "Technology enables teachers to adapt classroom activities, thus enhancing the language learning process.

Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners" (p.115).

On the other hand, the research component address to develop a reflection activity of practicing's experiences while teaching, in which students-teachers will improve their critical mind through narratives. This strategy allows trainee teachers to examine about their pedagogical procedures in class and to improve their teaching methodologies.

The outreach focuses on attending students necessities in English courses, this module is related to the use of ICT's due to the reinforcement activities will be upload in the academic platform for students to download them and solve them at home, those activities will serve as a course to build up students' knowledge.

Finally, The administrative component encompasses the participation of the pre service teacher in all events proposed by the institution; this module allows students to be involved in the school community and to develop an entire experience in which the teaching process is due to pre service teacher is acting and taking the role of a real teacher and participating in all the activities or performances

Justification

The teaching English process in secondary grades at Provincial San José School in Pamplona demonstrates the use of traditional methods to teach English, the English courses are guided by the book proposed in the grade and all the activities done in class are around the book's themes, otherwise, it demonstrates the lack of use of ICT's and new technologies as support of English classes in the first observation.

The institution has an English Classroom to develop English classes activities, this space has count with useful materials to facilitate and improve teaching, the classroom has a projector, some computers, tablets and internet which can be useful for students and teachers, nevertheless, this classroom is not used for academic purposes and learners don't benefit of this resource.

The identification of this issue induces the implementation of a tool which is related to the use of new technologies in order to take advantage of those supplies, the students participants of this project will do use of the tablets and the internet of this classroom to improve their speaking skills as a part of the development of the project. This project aims to implement a video blogs as a tool to improve English speaking skills.

Video Blogs are a tool which allows audio and video recording, students will do use of the classroom and could operate the tablets to record themselves and the internet to look for information they need for the video blogs; the use of this tool is a new opportunity to improve speaking skills' learners due to the use of new technologies is

interesting for them as Balakrishman and Puteh (2014) states: “ students find the video blogs applications and blogging as a part of their learning very enjoyable and interesting. They also highlighted the feasibility of the blog application enables them to study at their own pace” (p.69).

Objectives

General Objective

To develop speaking skills at 6th grade students through the implement of Video Blogs at Provincial San José School

Specific Objectives

- To implement reflection as a transformative tool of the pedagogical processes of Integral Practice.
- To promote the development of a critical spirit in the students-practitioners that allows them to analyze their pedagogical work.
- To address the English Teaching demands from the child population in the elementary schools in Pamplona city.
- To integrate the foreign languages education of the students that belong to the degree in Foreign Languages English-French to the educational reality in elementary school in Pamplona city
- To participate and attend to all the academic and extracurricular events proposed by the practicum scenario to involve and know about the institution culture.

Institutional Observation

This section of the project will show important aspects of the institution related to its location, the authorities, the Institutional education project, the coexistence manual, the physical hall, the organization chart and the pedagogical aspects observed. The Provincial San José School is the oldest Institution in the city of Pamplona, it was founded by the Rafael Lasso de la Vega Bishop 1816 with the name of “Casa de Estudios”. In March 5th 1823, the contributions of the general Francisco de Paula allow the institution became the institution to be a public school. In addition, The school consolidated its institutional identity through signs of belonging and institutional identification that are represented as symbols, these which identify the institution are: the shield, the flag , the institutional motto and the hymn.

Shield

The shield was woodcarving and used by the Christian brethren when they ruled the school. At the top, as a stamp, a cross stands out which arms narrow in the middle.



Image 1. Shield of the Institution

Flag

It is composed by 2 horizontal stripes, at the top, the red stripe which represents the ardor, passion and love for the study and the green stripe represents the nature, the life and the hope.



Image 2. Flag of the Institution

Institutional Motto

The harrier identifies the efficiency and the productivity by focusing the life through the summits looking for excellence, that's why the motto states: *Harriers to the summits, honor, science, virtue.*

Hymn.

The provincial San José school hymn was created in 1934 by Eugenio Giovanetti and Juan de Dios Árias (Appendix 1).

Institutional Location

The provincial San José High school is a public institution located in the urban

zone of the municipality of Pamplona, the Santander Avenue, the Provincial San José school counts with 5 headquarters such as: La salle, Gabriela Mistral, Santa Cruz, José Rafael Faría Bermudez and the main headquarter.



Image 3. Physical Structure of the Provincial San José school in The Santander Avenue.

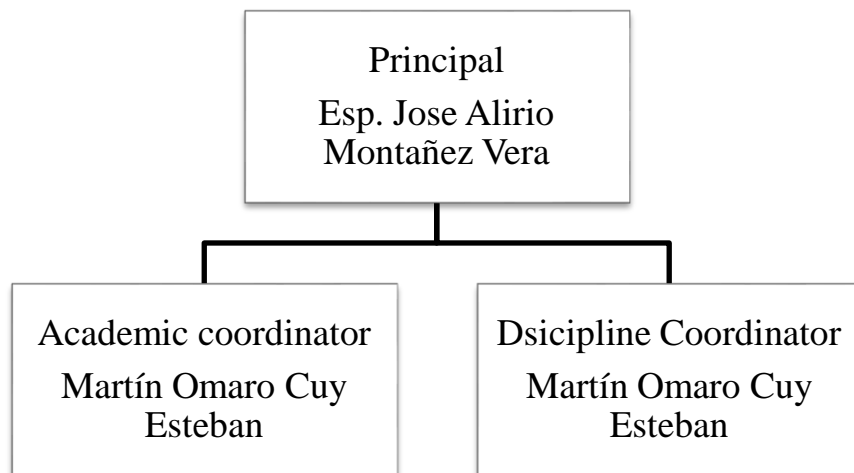


Image 4. Topographical location of the Institution

Identification of the Authorities

According to the new updated version of P.E.I from Provincial San José School

since last 2016, this is the hierarchy to follow as presented in the figure below.



*Figure 1.*Identification of the authorities.

Identification of the fundamental aspects from P. E. I

The Institutional Educational Program establishes the navigation chart and in which it is found the principles of the institutions such as the followings:

Mission

The educational Institution Provincial San José school in Pamplona, on an official character, it guarantees the education service in preschool, basic and secondary levels, for the purpose of educating integral human beings, skilled, with research mind and peace citizens, in a globalized and pluralist society in constant change, human rights, individual liberties, and own values of human dignity-friendly, based on santaderinos and lasallistas principles: Honor, science, and virtue.

Vision

The educational Institution Provincial San José school in Pamplona, for 2020 will still keep being recognized by offering a quality educational service, based on humanist and pluralist principles, in healthy coexistence , and in continued actualization of its pedagogical and research practices, in response to the challenges of the current time, the requirements of the environment and the engagement with the peace building.

Institutional Objectives

General Objective

To educate in an integral way, by facilitating the human, scientific and technologic development.

Specific Objectives

To impart a solid and academic education which allows learners the entry to the Higher education and its effective incorporation to the society as an agent of change

To encourage respect and values promotion, by stimulating the development of social and affective process.

To experience the conflict resolution inside the classrooms, by respecting the individual differences and the plurality as elements to forge the peace.

To develop the communicative competences and the appropriate use of new technologies and the research practices.

To propitiate the physical and mental health conservation of the person through the rational use of free time.

To inculcate respect, the appropriate use and conservation of the environment as a common legacy.

To promote the research practice in the different knowledge areas as a pedagogical strategy that contributes to the knowledge building supported in the ICT's.

To enliven the transversal pedagogical projects defined in the general education law by attending the institutional context's conditions.

Important aspects of the school coexistence manual

The school coexistence manual is divided into 14 titles and 89 articles which represents the rules school coexistence manual generalities, The students, coexistence, Integral attention itinerary for school coexistence, Pedagogical

strategies, incentives and appreciations for students, Parents or tutors, teachers, School Community and institutional organization, students council, graduates of the school, school coexistence committee and school coexistence manual reform.

The physical hall of the school

Related to physical facilities of school, The Provincial San José highschool has 6 grade between 6th and 11th with 3 courses per grade and the classrooms have the basic structure which includes the board, the desk and the chairs. The physical hall has the principal office, the secretary office, the coordination office, and the payment office. On the other hand, it is found the classrooms, the laboratories, the library, the English classroom and the multiple classrooms, the cafeteria and some plazas such as Founders, Santanderinos and Lasso de la vega. In addition the teacher's classroom is a space teachers can use to develop activities related to the classes they give, located in the third floor of the classrooms building. The English classroom counts with a more than 30 tablets, a projector, a chairs desks, dictionaries and internet; this classroom can be used for the trainee teacher to give her classes and to develop her project.

Organization Chart

The Organization chart is composed by the personal who make function the institution, in a hierarchical structure the institution is composed by the principal, coordinator, professors, administrative personal, the students' representor, students, parents or tutors and graduates from the institution as the following figure shows.

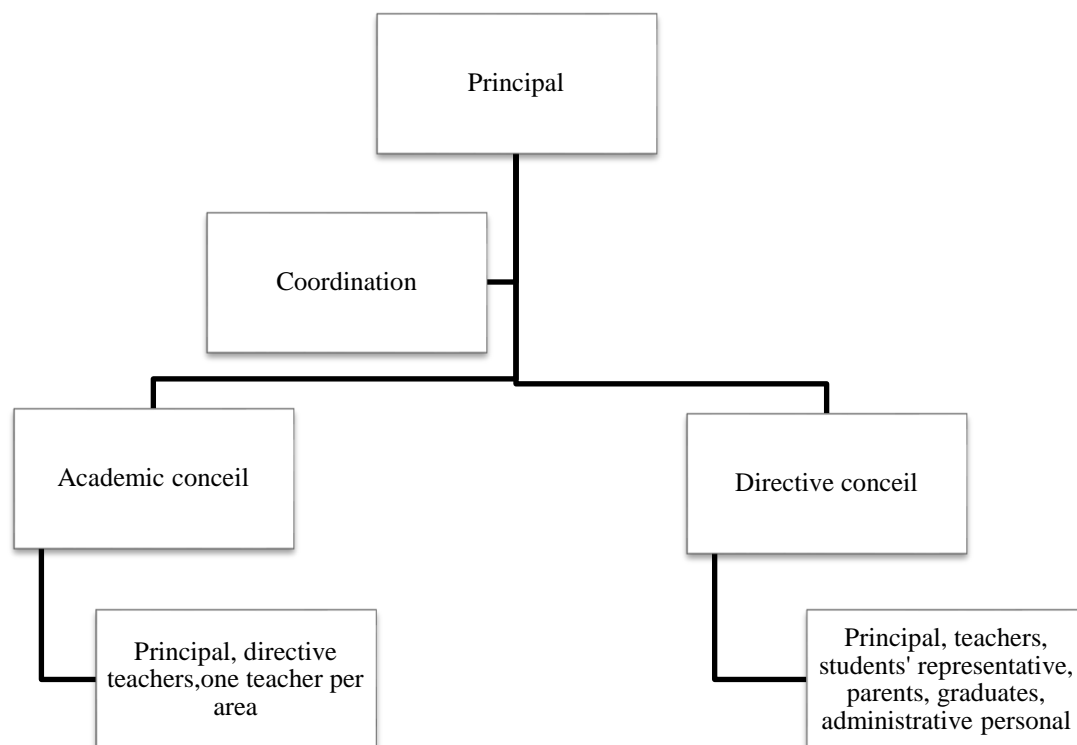


Figure 2. Organization chart of the institution.

The Institutional timetable

The institution count with a schedule activities which starts in January with the start of classes and finish in December with the auto evaluation session and the closure of the academical year, in this schedule of activities are included the religious and cultural events established by the school in each month of the year, also, the established dates for evaluations, recuperation and delivery of results, this schedule of activities allows students, teachers and parents about the festivities in the school and the academical activities proposed for the year. The Institutional Schedule proposes three periods in which the scholar year is divided. (Appendix 2)

Timetable of the supervisor

The supervisory teacher is in charge of 6th and 7th grades in the main headquarter from Provincial San José school, however, the grade which are going to be taken into consideration for the development of the project is 6th, this grade has 3 courses 6-01, 6-02 and 6-03. Each one of these courses has an itinerary frequency of 4 hours per week. As the following table shows.

Monday	Tuesday	Wednesday	Thursday	Friday
7-02		6-02	6-02	6-01
7-01	6-01	6-03	6-03	
	6-02	6-01		6-02
6-01	7-01	7-01	7-01	
	6-03			6-03
		7-02	7-02	7-02

Table 1. Schedule of the Supervisor

Followed by the timetable used by the trainee teacher.

Monday	Tuesday	Wednesday	Thursday	Friday
		6-02	6-02	6-01
	6-01	6-03	6-03	
	6-02	6-01		6-02
6-01				
	6-03			6-03

Table 2. Schedule of the pre-service teacher

Pedagogical aspects observed

The pedagogical aspects observed allows the identification of steps followed to conduct english classes, the supervisory teacher uses a planning format established by the institution, this format takes into account the activities proposed of the class, the execution time, the objectives and the theme worked in class. To observe the pedagogical procedures used for the supervisory, it was necessary to apply an observational worksheet with some items which helps the trainee teacher to focuses in specific factors to examine the problem in the English Classes. The items of the worksheet were concentrated in the teaching style, the interpersonal communication, teacher-student interaction and the use of material and resources. While observing it was noted that the only material used to implement the English class is a book that the students of all courses work, the topics, the activities proposed for the class and the evaluation are brought out the book. The guide book to carry out the class is Discover one from Express Publishing editorial.

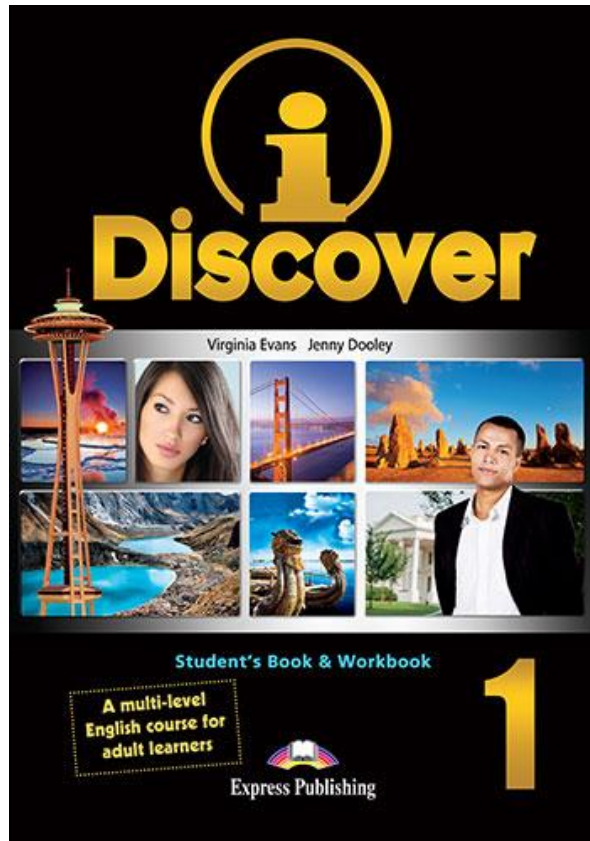


Image 5. Student's book.

CHAPTER I: Pedagogical Component

Implementing video blogs as a tool to improve speaking skills at 6th grades students at the Provincial San José School

Introduction

Learning a new language has become essential in Education due to it is necessary to conduct research, that's why MEN (2018) states that learning a new language is essential to investigate, because the articles and books which serves as a support are generated mainly in English. Likewise, some opportunities to enter to the cultural and the entertainment field with the fact of speaking English (MEN, 2018).

Thus, this component is focused on encouraging English skills in a public school in Pamplona. There is a vast number of techniques, methods and approaches to teach English; however, this proposal desires to centers in the use of new technologies as a tool to teach English, the use of new technologies are an effective tool to teach English due to those advances are strongly connect to young population as Balakrishman and Puteh (2014) states: "The vast usage of electronic devices such as hand phone and computers enable learners to easily accustom to the new approach as technology is inseparable from the young generation" (p.65).

In order to involve new technologies with improvement of English skills, this project aims to implement Video Blogs as a tool to improve speaking skills in students from 6th grade at Provincial San José School in Pamplona, this project

goes for speaking skills because it is demonstrated that the oral production skill is one of the most important competences due to it allows students to communicate as Manurung (2015) states: “research is always needed and recommended to improve the teaching and learning techniques to improve the speaking skills that enable learners to communicate” (p. 45).

For the accomplishment of this proposal students will do use of 30 tablets which the institution counts, those technological tools were given by the National Educational Ministry to contribute to the English teaching and learning process. The use of New technologies is essential for the development and improvement of English skills by contributing both learners and teachers that’s why Ahmadi (2018) states: “Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners” (p.115).

Problem

Learning English language became essential in nowadays, It is impossible to find a country where learning English has not become a rule in education, as Colombian case. English represents the most spoken language around the world. Likewise, learning English as a foreign language allows learner to appreciate the culture and its context of a country. Being able to understand other cultures and through learning a foreign language you can bridge the gap between cultures, which would be a powerful tool in today's modern world. It also increases your understanding of your own culture (Mahu. 2012).

Nevertheless, Colombia has a low level in English Skills according to the English Proficiency Index (2018), Colombia has the 60th position in 88 countries, The EF qualifies the countries English level with 5 indicators which are: very high level, high level, average level, low level and very low level. Colombia has the 4th position levels of those 5 indicators. To solve this problem the National Educational Ministry proposed the implementation of a bilingual program to improve and encourage English learning in Colombian people.

In Colombian English level, Norte de Santander department gets a low level with a score of 48, 91 about 100 points. This project is developed Pamplona, one OF Norte de Santander's cities.

This project aims to implement a strategy to improve English learning and to contribute to this initiative established by the MEN. To implement a strategy it

was needed to conduct observation in a Public School in Pamplona by registering an A1 English, due to the students accomplished the indicators of A1 level based on the Common European Framework of References for the Language level in the courses, likewise, according to the MEN (2006) the English level in 6th grade is A2, that means students don't have the required level for their course.

Furthermore, the application of traditional methods and the lack of new technologies while teaching English in a public school in Pamplona, it incentives the creation of a proposal to implement video blogs to improve speaking skills in 6th grade students. To solve this problem there is a several number of questions it is needed to answer.

How the use of new technologies can improve speaking skills in 6th grade students?

Justification

The low scores of English Colombian level represents a challenge for Colombia, and the low English level of students from Norte de Santander represents a defy for teachers from this region of the country, The National Education Ministry established the National Bilingual Program in which it desires to solve this issue and to increase English level in Colombian students, In order to accomplish these goal, the bilingual program in 2014 proposed the use of Media and new technologies, working competences (teachers) and the improvement of communicative competences in English as a foreign language in all educational

areas.

As way to contribute to this program, this project aims to implement strategies for improving English in a public school in Pamplona. The teaching English process in secondary grades at Provincial San José School in Pamplona demonstrates the use of traditional methods to teach English, the English courses are guided by the book proposed for the grade and all the activities done in class are around the book's themes, otherwise, it demonstrates the lack of use of ICT's and new technologies as support of English classes as viewed in the first observation.

The institution has an English Classroom to develop English classes activities, this space has count with useful materials to facilitate and improve teaching, the classroom has a projector, some computers, tablets and internet which can be useful for students and teachers; nevertheless, this classroom is not used for academic purposes and learners don't benefit of this resource.

The identification of this issue induces the implementation of a tool which was related to the use of new technologies in order to take advantage of those supplies, the students participants of this project will do use of the tablets and the internet of this classroom to improve their speaking skills as a part of the development of the project. This project aims to implement a video blogs as a tool to improve English speaking skills supported in listening skills. These oral

competences are related the students personal developments and they are consider as difficult competences to control the language as Zhang and Goh (2003) states: “although students strongly associate English listening and speaking abilities with their academic and personal development, many find it difficult to speak well and understand English spoken by native British or American people; some even express difficulty in understanding their teachers” (p. 200).

Video blogs are an effective tool to improve the speaking and listening skills in learners, it stimulates an interest on learning English due to it is related to the use of new technologies as Balkrishman and Puteh (2014) states: “The students also preferred interactive learning that incorporates classroom teaching and collaborative learning with proper technological tools. They showed great interest in using the internet to supplement their language learning” (p.70). On the other hand, some of the students have difficulties while learning English, it is demonstrated with the lower grades and the English course’s lost, that’s why this project proposed an awareness activity in which the practicing is attending the students’ necessities by giving them some reinforcement activities through an academic platform.

Otherwise, Teachers need to improve or examine their methodological procedures while teaching, it is necessary to ask about our experiences and about the techniques and approaches we are applying in class, that’s why the reflection is done to qualify the pedagogical practice in trainee teachers.

Subsequently, the beneficiary population of this project represents the 6th grade students from Provincial San José School in Pamplona, they are going to benefit a pedagogical tool in which the new technologies are involved, allowing students to improve their speaking skills and reinforce their English level in and out class. Likewise, the trainee teacher will make part of this beneficiary population taking into account that he could improve and encourage his pedagogical practice with the reflective measure.

Objectives

General Objective

To develop speaking skills at 6th grade students through the implement of Video Blogs at Provincial San José School

Specific Objectives

- To design workshops and sequences to implement video blogs for improving speaking skills.
- To Implement workshops integrating listening comprehension activities in order to complement the development of speaking skills.
- To explore the incidence of Video blogs in students' motivation and participation.
- To identify the incident of new technologies in the development of English classes.

Theoretical Framework

In this part of the project are included theories and key concepts that

support the content of the study.

New Technologies: New technologies are techniques that facilitate and aid teachers deliver diversified instruction to a larger number of students. It also allows learners more autonomy, more cooperative learning, while individualizing information and resources related to the students' needs and interests, all of which can help secure higher student engagement levels, that's why the use of those techniques has an incidence in the increase of students motivation (Rabah, 2015).

The use of new technologies is interesting for learners due to it suggests the use of the language in an interactive was as Balkrishman and Puteh (2014) states: "Using technology in language teaching can be constructive because it promotes interactive use of language through collaborative learning and good use of materials" (p.66).

Video Blogs: Video blogs are tools which can facilitate second language (L2) learning and teaching (Hung and Huang, 2015). The application of this strategy makes learners perceived that the video blog project facilitated learning but increased anxiety (Hung and Huang, 2015).

The creation of Video blogs facilitates speaking skill in public, that's why Balakrishman and Puteh (2014) indicates that: "the incorporation of video blog is effective in developing their public speaking" (p.64).

Speaking skills: The speaking skill is one of the four competences students must accomplish while learning a foreign language. Speaking skills are considered more complex and difficult from both the learners' and instructors' perspectives (Hung and Huang, 2015).

According to Balakrishman and Puteh (2014) Speaking in English is considered as a challenge in the foreign language learning process because of the lack of sense of belonging toward the language. Students utilize speaking skills for their proficiency and communication (Ahmadi, 2017).

The speaking level of the population of the project is A1, the common European framework of references for languages states in that level students can use simple phrases and sentences to describe where they live and people they know.

Listening Skills: In listening skills, listeners get the main ideas of the listening passage, they focus on individual words and phrases, and achieve understanding by combining the details together to build up the whole content (Harmer, 2001).

Listening is a passive skill; it needs to be an active and demanding process to comprehend information from sound and picture clues. Improving listening skills in a second language is not easy since students have to process both content knowledge and linguistic knowledge simultaneously while listening. (Kim, 2013).

The listening level of the population of the project is A1, the common European framework of references for languages states in that level students can recognize familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly

Task based learning: Task-based learning proposes the application of tasks as a central component in the language classroom because those tasks provide better contexts for activating learner acquisition processes and promoting L2 learning. Furthermore, TBL is based on a theory of language learning rather than a theory of language structure (Shehadeh, 2005). According to Richards and Rodgers (2001) the theories and applications of TBL suggest that tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning.

Communicative Approach: The Communicative Approach makes the teacher adopt the role of facilitator rather than instructor, so that emergent events are welcomed (Roberts, 2004).

According to Şeker (2010). The theory of the communicative approach explains that: “a normal child acquires a knowledge of sentences, not only as grammatical, but also as appropriate and acquires competence to know when to speak, when not, and as to what to talk about with whom, when, where, in what matter”(p.12).

By implementing the communicative approach Seker (2010) argues that: “a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others”(p.12).

Action Approach

The communicative approach is perceived in collaborative research as Small and Uttal (2005) states: “It is a methodological approach for doing collaborative research with practitioners and community partners that can inform practice, programs, community development, and policy while contributing to the scientific knowledge base”(p.936).

In the Action approach can contribute to social positive changes as Small and Uttal (2005) argues: “its emphasis is placed on producing knowledge that can be used by community partners to contribute to positive social change and the well-being of individuals, families, and communities”(p.938)

Literature Review

The teaching English process can be guided by the use of a variety of strategies, one of those strategies is focused on *the implementation of new technologies*, due to it increases students' participation and motivation while learning English, that's why Golonka et al (2014) indicates that technological innovations can increase learner interest, participation and motivation, this study could demonstrate that the uses of technologies and students' enjoyment when

using it are admirable and results being useful goals, it remains unclear to what extent the activities supported by the technology or the potential increased motivation attributed to them actually increase students' learning.

New technologies allow teacher to create their classes by using this tool as Ahmadi (2018) states "Technology enables teachers to adapt classroom activities, thus enhancing the language learning process" (p.115). This study revealed that technology can bring about a lot of advantages to teachers and learners if it is used appropriately. It was demonstrated that is a resource that can be used by learners because it helps them solve their learning problems by finding methods to use what they have learnt in ways that are effective and meaningful; the use of technologies plays a key role in language learning based, it helps the students' self-understanding, and it does not stop interaction with the teacher because it creates high motivation in learners for the effective learning of language skills (Ahmadi, 2018).

As a New technology technique, the **application and use of Video blogs** can improve speaking skills in English due to it allows students to talk and share topics they like, platforms for learners to practice speaking are provided for video-based blogging. This activity let students practice their oral production through sharing their personal experiences (Cong-lem, 2018). On the other hand, blogs are an effective tool to upload the information and to report it chronologically, this web based technology enables users to create and design

multimodal blog posts, which can be posted with text, pictures, audios and videos. As well, commenting and interacting are also learners' popular behaviors as Web 2.0 bloggers (Cong-lem, 2018).

Through video blogs students can improve their speaking skills, speaking is considered as a challenge in the foreign language learning process because of the lack of sense of belonging toward the language (Balakrishman and Puteh , 2014), this study could show that in terms of the use of the video blog, the students agreed that the interactive videos helped them improve their speaking skills. They improved their speaking skills and incidentally enhanced their other language. Speaking involves furtherance owing to students rated oral production required the most improvement, further corroborating the importance of oral production in English as a Foreign Language (EFL) context (Hung and Huang, 2015). This study could prove that Video files replaced text entries and provided a permanent record of student learning process and product. Those videos facilitate English learning in different ways as compared to other technologies because it includes the potential for presentation. Students participants of this study could observe their peers' presentations at their convenience being enabled to search for models for observation, and these models later influenced their future behaviors in presentation skills (Hung and Huang, 2015).

The speaking skill includes oral presentations activities which encompass multiple dimensions like organization, grammar, word choice, pace, content, and others, these dimensions require learners to exercise many different

strategies, including memorization, cognitive, and metacognitive strategies, as well as a number of rehearsal practices (Hung and Huang, 2015). The improvement of speaking skills through the implementation and creation of video blogs influence in students fluency and accuracy while speaking, it is supported by an study conducted by Cong-lem (2018) in which he stated that specifically, the students reported having increased amount of speaking practice, students became more confident in public while doing an oral production presentation.

Pedagogical methodology

This project was focused on the improvement and development of speaking skills, nevertheless to accomplish this goal it is necessary to go through a listening activity, owing to first the learner comprehends and then he produces. To employ those oral activities, the phases of the task based learning are going to be taken into consideration, Willis (1996) proposed the phases to implement TBL in those activities, *the first phase is the pre- task activity*, in this phase teacher does the introduction of the topic and the task, it means a *listening comprehension activity* which is divided into three stages proposed by Richards (2008), the first one is the *bottom up* processing in which learners develop exercises related to The identification of sounds and words presented in the document worked.

The second stage for the pre task activity is the *top down* processing in which teacher develops activities such as dictation, cloze listening, the use of multiple choice questions after a text and activities which requires closed and

detail recognition and processing of the input.

The third stage is the teaching *bottom up processing*, in which learners understand the meaning of the message by making questions related to the topic of the listening activity..

Then, *the second phase of TBL is the Cycle task*, in this task students developed a *speaking activity* based on the pre task activity, Richards (2008) proposed three activities to teach speaking, the first one is to *provide examples of models of speeches*, oral presentations or stories, those examples can be presented in recording, videos or in a written report. In the second activity the *students analyzed the models* to understand how such texts work and what their linguistic and organizational features are. And the Third activity consists in work on *planning their own texts* to be presented, in this last part teacher will give feedback for the final product before being presented, it means before being registered.

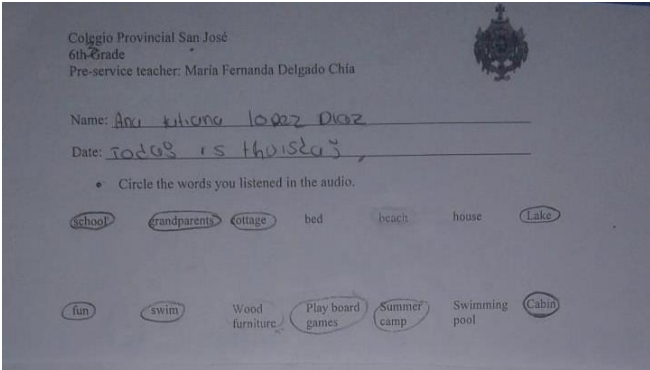
Thus, the third phase of TBL is the language focus in which teachers and students did an analysis of specific features of the text; teacher will give a *final feedback* of the video by using an *evaluation grid*. Students recorded their tasks in a video, the video can be registered with the tablets are found in the English classroom, those videos had a timing of 45 to 60 seconds, they are going to be published in a blog with educational purposes, in this blog the videos of students and teachers can be found in a chronological order. The videos were uploaded each week by showing students improvement and progress, the topics of those videos was related to student's interests such as music, vacation, fashion, etc.

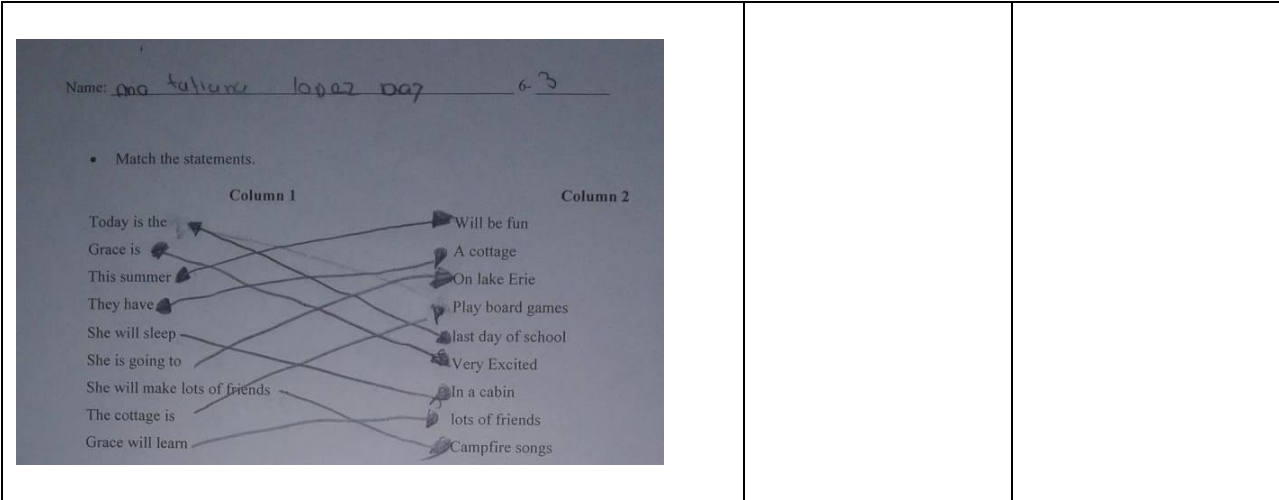
The first implementation session was done with the topic "a tour house", for creating the first

implementation session a didactic sequence was created which includes the topics the sociocultural, communicative and linguistic objectives, the stages, the activities for each stage, the material and the timing (Appendix 3)

PLANNING		
Subject: English	Grade: 6th	Date: May 24th 2019
Timing: 110 minutes	COMMUNICATIVE OBJECTIVE: Students will be able to talk about their houses and to show the parts of it.	LINGUISTIC OBJECTIVE: Students will learn the parts of the house and the prepositions of place.
SOCIO CULTURAL OBJECTIVE: Students will take the role of a youtuber to do a tour house.	TASK-VIDEO BLOG: Students are going to work on a listening activity in which there are going to work on oral comprehension to then work in a spoken activity to create a video as a final product.	Teacher: María Fernanda Delgado Chía

ACTIVITY	TIME OF EXECUTION	MATERIALS
Before starting with the stages of the task teacher will explain the topic of parts of the house by using a poster (<i>Appendix 1</i>), in that poster we found a house with its parts without their names, the names of each part of the house are in a corner of the poster, students with the teacher must discover where the name must be located, teacher will give some students a marker to write in the poster the names of each part of the house.	8 minutes	Poster Marker
Then, teacher will review the prepositions of place they have already studied, she will have some pieces of papers with the prepositions: under, next to, in front of and between (<i>Appendix 2</i>). And she will placed them in the poster by giving come examples, (The garage is next to the kitchen, and she will placed the piece of paper with the name next to in the middle of the garage and the kitchen).	3 minutes	Pieces of papers with the prepositions of place: between, under, next to and in front of.

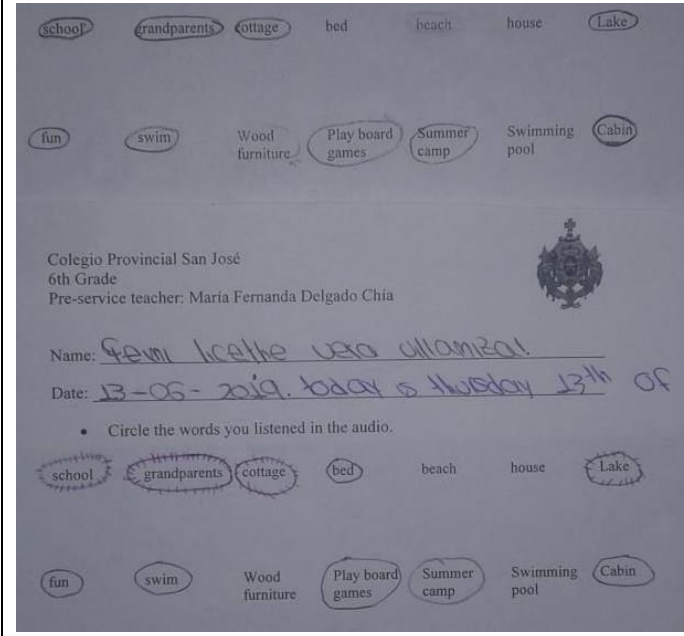
<p>When teacher finished the explanation teacher will remove the pieces of papers and she will give a worksheet for students to solve (<i>Appendix 3</i>), when they finished it, teacher will bring them and she will start with the listening comprehension task.</p>	<p>6 minutes</p>	<p>Worksheet</p>
<p>Teacher will start the implementation of the task by doing the first stage of task based learning which is the pre-task activity, in this task we are going to accomplish a listening activity by following the three stages.</p> <p>STAGES: PRE- TASK ACTIVITY: Listening comprehension Activity.</p> <p>Bottom up: Then, the pre-service teacher will present an audio which describes a house (<i>Appendix 4</i>).</p> <p>Then, as a first step of listening task, students will receive a worksheet with 21 words (<i>Appendix 5</i>), after listening the audio twice, they have to circle the words they listened, then, teacher will correct the activity with the whole group by listening again the audio.</p> 	<p>18 minutes</p>	<p>Audio worksheet</p>
<p>Top down: This is the second stage of listening activity. Additionally, students will receive a worksheet with a series of statements mentioned on the audio (<i>Appendix 6</i>), with two columns of yes and no. students will have some minutes to answer the worksheet and then teacher will correct the activity with the whole group.</p>	<p>8 minutes</p>	<p>Worksheet audio</p>



Bottom up processing: The next step proposed the understanding of the meaning of the message, that's why the next activity proposed a series of questions that students must answered based on the content of the listening. They will receive a worksheet with the questions which will be open (*Appendix 7*), it means they must write the answer on the worksheet, they could listen the audio once to write the answers, teacher will pick up the worksheet to attribute a grade and then, teacher will correct the answers with the whole group by making the students answer the questions to deduce if the answer is okay or is wrong.


12 minutes

Worksheet
Audio



1. Then teacher will do a kind of feedback by asking students for the words they understood

5 min

<p>the most, and by giving some correction related to the pronunciation of some words and to reviewing the words they had difficulty to write.</p>		
<p>2. Then, teacher will move to the Task Cycle that is the second stage of task based learning, in this stage students will do an activity focused on speaking, however, to accomplish the spoken task students must follow three stages which are:</p> <p>Provide examples of models of speeches:: Then, the pre-service teacher will present a video of a person showing a house to explain what they have to do in the spoken production, this is the first step of the spoken task (<i>Appendix 8</i>).</p> 	<p>8 minutes</p>	<p>Video</p>
<p>3. Analysis of models: Then, as a second step students will form groups of two people, teacher will give a piece of bond paper and as a way to analyze the video, they will write or draw a house they want to present in a tour house video, for this activity students can use markers, colors and what they want to use. Then, teacher will pick up the posters and teacher will do a simple presentation of the poster by presenting the house and the students will pay attention, then teacher will give 10 minutes to make students prepare a short presentation of what they get in the poster, each</p>	<p>22 minutes</p>	<p>Pieces of bond paper Evaluation grid</p>

group will go in front of the class and share what they have in their poster, to evaluate this process the pre service teacher will take into consideration the pronunciation, the intonation and the pertinence of the elements they wrote in the poster through an evaluation grid (*Appendix 9*), taking into account that is the first production they did the pre service teacher will take into consideration those few aspects.

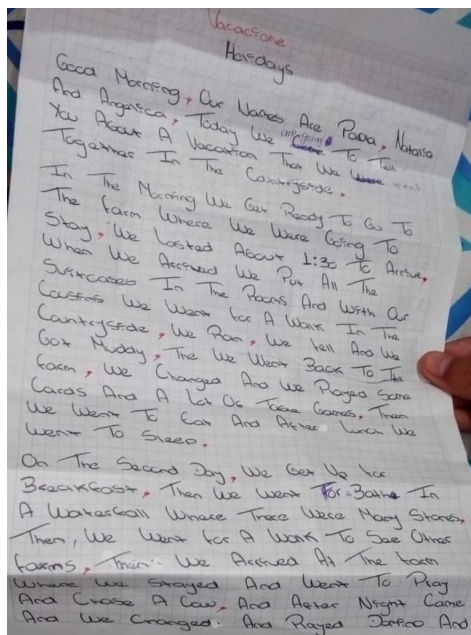


Planning their texts: As a third stage of the spoken activity students must plan the script of the final product of the task cycle. Teacher will give a situation to the students, in this situation proposed they are a youtuber and they are going to do a common video in social media that is a *tour house*, they have to write a script in which they sell present house by mentioning all the parts of the house, students can use the dictionary and ask the teacher for vocabulary they don't find, the script represents the oral presentation

25 minutes

Phrases youtubers use
The content of the video

they will do which must have a duration of 90 seconds maximum. To create the script teacher will give some phrases youtubers use and that they can use and the content the video must have (*Appendix 10*). Teacher will receive the script to make corrections for students to start with the creation of the video.



In the final stage of task based learning that is the language focus students must bring the video for teacher to qualify it with an evaluation grid (*Appendix 11*). Teacher have to qualify it to then, give a feedback and finally upload it into the blog.



And the second implementation session was related to the topic holidays in which students did a video doing story time, the didactic sequence for this session was done with the same

elements of the first one (Appendix 4)

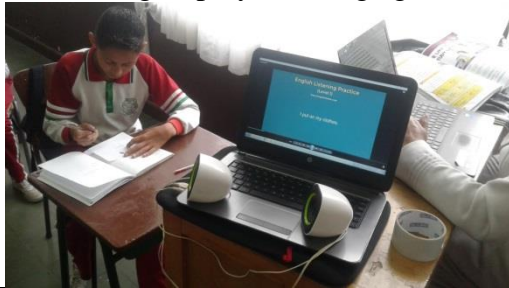
PLANNING		
Subject: English	Grade: 6th	Date: June 7th 2019
Timing: 110 minutes	COMMUNICATIVE OBJECTIVE: Students will be able to talk about their last holidays and their experiences there.	LINGUISTIC OBJECTIVE: Students will learn the activities people usually do on vacation and the use of the future with BE going to
SOCIO CULTURAL OBJECTIVE: Students will take the role of a youtuber to do a story time by telling their experiences with their last vacations.	TASK-VIDEO BLOG: Students are going to work on a listening activity in which there are going to work on oral comprehension to then work in a spoken activity to create a video as a final product.	Teacher: María Fernanda Delgado Chía

ACTIVITY	TIME OF EXECUTION	MATERIALS
Before starting with the stages of the task teacher will explain the use of be going to in the three forms (affirmative, negative and interrogative) by using the board, then, teacher will teach the activities people usually do on vacation by using purf, so teacher will show the images (Appendix 1) with the activities an then, when students had already learnt them, they are going to write the names of them in their notebooks.	8 minutes	Images
When teacher finished the explanation students will receive a worksheet, teacher will do a mechanization activity in which students must use the future with be going to (Appendix 2).	6 minutes	Worksheet
Teacher will start the implementation of the task by doing the first stage of task based learning which is the pre-task activity, in this task we are going to accomplish a listening activity by following the three stages.	18 minutes	Audio worksheet

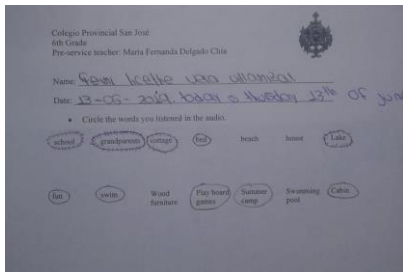
STAGES: PRE- TASK ACTIVITY: Listening comprehension Activity.

Bottom up: Then, the pre-service teacher will present an audio which describes the vacations of a girl, grace (*Appendix 3*).

Then, as a first step of listening task, students will receive a worksheet with 15 words (*Appendix 4*), after listening the audio twice, they have to circle the words they listened, then, teacher will correct the activity with the whole group by listening again the audio.



Top down: This is the second stage of listening activity. Additionally, students will receive a worksheet with a matching activity, teacher will take some statement of the audio and she will divide them into to, teacher in column A is going to place the first part of the statement and in the column B she is going to place the second part of the statement (*Appendix 5*).



Bottom up processing: The next step proposed the understanding of the meaning of the message, that's why the next stage proposed an activity in which students have to color some images of the activities done by grace, then they have to cut them and glue them in the chronological order grace did each activity. This activity allow teacher to know if students understand the activities grace did and in which order the activities were done. They could listen the audio once to get the

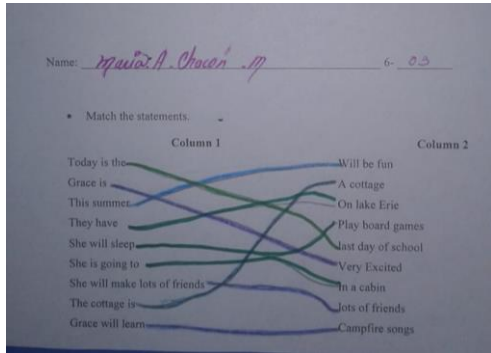
8 minutes

Worksheet
audio

12 minutes

Worksheet
Audio

correct order and then teacher will pick up the worksheet to attribute a grade (*Appendix 6*).



Then teacher will do a kind of feedback by giving some corrections related to the pronunciation of some words they heard the students pronounced in a wrong way and to reviewing the words they had difficulty to write.





Then, teacher will move to the Task Cycle that is the second stage of task based learning, in this stage students will do an activity focused on speaking, however, to accomplish the spoken task students must follow three stages which are:

Provide examples of models of speeches: Then, the pre-service teacher will present a video of a youtuber doing a story time video of a vacation experience to explain what they have to do in the spoken production

5 min

8 minutes

Video

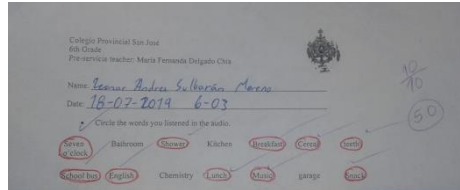
<p>(Appendix 7).</p> 		
<p>Analysis of models: Then, as a second step students will form groups of two people, teacher will give a piece of bond paper and as a way to analyze the video, they will draw the activities they did in their last holidays, for example, if they went to the beach they have to write a beach; for this activity students can use markers, colors and what they want to use. Then, teacher will pick up the posters and teacher will do a simple presentation of the poster, then teacher will give 10 minutes to make students prepare a short presentation of what they get in the poster, each group will go in front of the class and share what they have in their poster, this short presentation is not going to be taken into account as a grade but at the end of the presentations teacher will give feedback of pronunciation or linguistic mistakes. to evaluate this process teacher will use an evaluation grid (Appendix 8).</p> 	<p>22 minutes</p>	<p>Pieces of bond paper Evaluation grid</p>
<p>4. Planning their texts: As a third stage of the spoken activity students must plan the script of the final product of the task cycle. Teacher will give a situation to the students, in this situation proposed they are a youtuber and they are going to do story time video in which they are going to tell the audience about a experience in the last holidays, students can use the dictionary and ask</p>	<p>25 minutes</p>	<p>Phrases youtubers use The content of the video</p>

PLANNING

Subject: English	Grade: 6th	Date: July 17 th 2019
Timing: 110 minutes	COMMUNICATIVE OBJECTIVE: Students will be able to talk about their daily routines.	LINGUISTIC OBJECTIVE: Students will learn the daily routines and the hour.
SOCIO CULTURAL OBJECTIVE: Students will take the role of a patient who is sick and who has to tell the doctor his daily routine.	TASK-VIDEO BLOG: Students are going to work on a listening activity in which they are going to work on oral comprehension to then work in a spoken activity to create a video as a final product.	Teacher: María Fernanda Delgado Chía

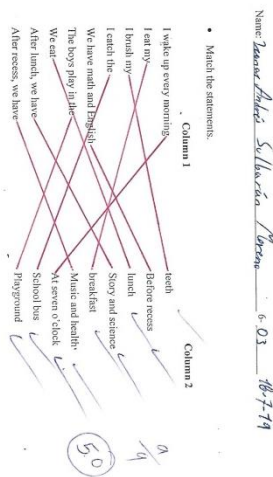
STAGE	ACTIVITY	TIME OF EXECUTION	MATERIALS
Warm up	Before starting with the stages of the task teacher will remain the daily routines activities, teacher will use some images to teach it teacher will show some images and she will make the students repeat, after repeating they are going to write under each image the name of the daily routine activity (<i>Appendix 1</i>).	8 minutes	Images
STAGES: PRE- TASK ACTIVITY: Listening comprehension Activity. Bottom up	Teacher will start the implementation of the task by doing the first stage of task based learning which is the pre-task activity, in this task we are going to accomplish a listening activity by following the three stages. The pre-service teacher will present an audio which describes the daily schedule of a girl (<i>Appendix 2</i>).	18 minutes	Audio worksheet

Then, as a first step of listening task, students will receive a worksheet with 15 words (*Appendix 3*), after listening the audio twice, they have to circle the words they listened, then, teacher will correct the activity with the whole group by listening again the audio.



Top down

This is the second stage of listening activity. Additionally, students will receive a worksheet with a matching activity, teacher will take some statement of the audio and she will divide them into two, teacher in column A is going to place the first part of the statement and in the column B she is going to place the second part of the statement (*Appendix 4*).



8 minutes

Worksheet audio

Bottom up processing

The next step proposed the understanding of the meaning of the message, that's why the next stage proposed an activity in which students have to color some images of the activities done by the girl, then they have to number the activities in the chronological order. This activity allow teacher to know if students understand the activities mentioned. They could listen the audio once to get the correct order and then teacher will pick up the worksheet to attribute a grade. (Appendix 5)

12 minutes

Worksheet
Audio



Then teacher will do a kind of feedback by asking students for the words they understood the most, and by giving some correction related to the pronunciation of some words and to reviewing the words they had difficulty to write.



5 min

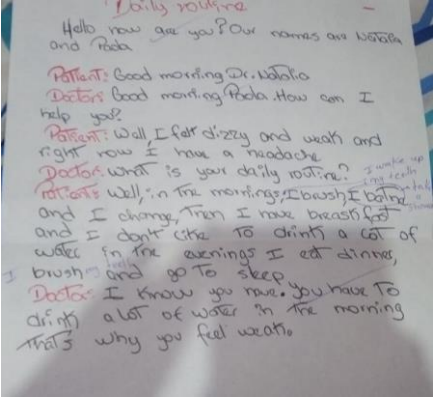

Provide examples of models of speeches

Then, teacher will move to the Task Cycle that is the second stage of task based learning, in this stage students will do an activity focused

8 minutes

Video

	<p>on speaking, however, to accomplish the spoken task students must follow three stages which are:</p> <p>Then, the pre-service teacher will present a video of two people having a conversation; the two people are a doctor and a patient (<i>Appendix 6</i>).</p> 		
Analysis of models	<p>Then, as a second step students will form groups of two people, teacher will give a piece of Iris paper and as a way to analyze the video, they will write, the information a doctor probably need to analyze the illness, such as the name, the age and the daily routine. Then, students will simulate a situation between a patient and a doctor in which they tell their daily routine. To evaluate this oral production teacher will take into account: the intonation and the pertinence of the elements they wrote in the poster through an evaluation grid (<i>Appendix 7</i>).</p> 	22 minutes	Pieces of bond paper Evaluation grid
Planning their texts	<p>As a third stage of the spoken activity students must plan the script of the final product of the task cycle. Teacher will give a situation to the students, in this situation</p>	25 minutes	

	<p>proposed they are a patient and a doctor, they have to simulate a situation in which they take the role of the doctor and the patient and simulate the situation in which the patient visit the doctor to tell about some pains he has.</p> 		
	<p>In the final stage of task based learning that is the language focus students must bring the video for teacher to qualify it with an evaluation grid (<i>Appendix 8</i>). Teacher has to qualify it to then, give a feedback and finally upload it into the blog.</p> 		

Timetable of the pedagogical implementation

In this timetable, it is found the activities proposed for the implementation of the project with the date of accomplishment.

WEEK	<i>Planning</i>	<i>Developme nt of Listening Activities</i>	<i>Developme nt of the stages of Speaking</i>	<i>Recording the Video</i>	<i>Upload the video in the Blog</i>	<i>Feedback</i>
First Week From April 24 th to April 26 th	In this stage, pre service teacher will plan the first project implementation moment and build the activities she must follow to accomplish the implementation of the project.					
Second Week From April 29 th to May 2 nd	In this stage, pre service teacher will plan the second project implementation moment and build the activities she must follow to accomplish the implementation of the project.					
Third Week From May 6 th to May 10 th	In this stage, pre service teacher will plan the second project implementation moment and build the activities she must follow to accomplish the implementation of the project.					
Fourth Week From May 13 th to May 17 th		The implementation of the project will start with a listening task proposed in the planning, this activity will allow the development of the speaking task to create the final product, a video recording.	As a second stage, the students will produce through the creation of a video, however, students first will follow the steps proposed for the accomplishment of a speaking activity to then record.			Teacher will correct the script for students to register the video.
Fifth Week From May 20 th from May 24 th				This is the first recording of the video, in this week students will familiarize with New technologies and with the creation of videos.		
Sixth Week From May 27 th to May 31 st		In this week students will develop the second listening task proposed in the planning.	In this week, students will develop the second speaking task proposed in the planning in which students must follow the steps of the speaking activity to create the		In this week the vlog in which videos will be included will be created to upload the first students' productions.	Teacher will correct the script for students to register the video.

			script.			
Seventh Week From June 3 rd to June 7 th				In the second register the students have a best perception of what a video blog is and how they must register themselves, in this week this production will show a better speaking that the first recording		
Eighth Week From June 10 th to June 14 th		In this week, students will do the third listening task proposed in the planning, this listening task will students to create its final product, the final video recording.	In this week, students will work on the final speaking task which will allow them to produce their final script by showing the progress of students.		Pre service teacher will upload the second video and she will improve the blog view.	Teacher will correct the script for students to register the video.
Ninth Week From July 8 th to July 12 th				In the final recording students will show a progress and a better management of new technologies and the creation of videos by showing an improvement in the speech.	In this week the last recording will be uploaded and the blog will be ready for students to look.	

Table 3. Schedule activities for the implementation of the pedagogical component.

Research methodology

This Project assumes a qualitative design which is defined by Shank (2002) as “a form of systematic empirical inquiry into meaning” (p. 5). an action research design. According to Cresswell (2002), the action research design is the most applied, the researchers explore and issue for giving a possible solution, an action research is a systematic procedure created by a group of professors in order to collect data related to students’ learning and teaching process, students allow the correct design application.

In addition, Cresswell (2002) states that an action research is a dynamic and flexible process which fulfills some stages to guarantee the project development. The stages established by Creswell are:

- To determine the action research is the most appropriate design to use in the study, to identify the issue to study
- To look for resources which contribute to the solution of the issue and to identify the information that the researchers need.

According to Cresswell(2002) the action research is the most used designed in qualitative research, it explores a problem which affects a determine population with the goal of giving a solution. This study takes place at Provincial San Jose School in Pamplona and the beneficiary population corresponds to students from 6th grade, their ages goes from 10 to 15 years old, their English speaking level is A1 according to the principles prosed for that English level, nevertheless, the level required for

that grade is A2 based on the MEN (2006). To choose the participants it was taken into consideration an aleatory technique in an incidental way in which 6 students will make part of the project development, their ages are .

Data collection:

This action research project applied 4 instruments such as non-participants observations, participant observation, video recording and interviews.

Non-participants observations: According to Martineu (2005) the non participant observation is a tool of data collection in which the researcher is a witness id participants behaviours and the practices of groups, he argues that the Empiric-naturalist position aims to explain the facts specifically, it means the researcher must focus on the description of observed events, in this study the researcher took an Empiric-naturalist position in which the observation is guide by the description of situations and events, this position allowed the pre service teacher identify the problem to propose a possible solution in order to solve (Appendix 6)

Journals : The participant observation is a technique of research where the incorporation of the researcher into the group the teacher wants to study is a fundamental element in which researchers takes part in a situation in order to understand the contradictions and the social expectations of the studied experienced (Balsiger and Lambelet. 2014), this instrument allows the researcher to take action in the study and to observe as an active individual, the observation done in all classes the project is implemented. It is the participant observation technique, in

which the information and aspects observed can be transformed in written productions constantly to valid the observed aspects. (Bouchon, 2009). (Appendix 7)

Video recordings are an effective tool to collect data, its use in the research activity allows teachers to capture and to get spontaneous information which is presented in the studied situation (Orellana and Sánchez, 2006). Interviews aims to find what is significate and important for researchers and discovering facts and dimensions from people, those dimension must be related to thoughts, feeling, values, and others (Martínez, 2013). This instruments allows valid the information observed due to it is possible to review as enough as possible by giving more credibility to the aspects and the situation perceived during the implementation of the project.(Appendix 8)

Interviews : In this instrument the researcher asks a series of questions already prepared in which participants answer orally to some closed questions as a way to give the researcher the needed information for the data collection process (Lefèvre. 2008). (Appendix 9)

Schedule of instruments implementation

Week	First Week	Second Week	Third Week	Fourth Week	Fifth Week	Sixth Week	Seventh Week	Eighth Week	Ninth Week
Instrument	From April 24 th to April 26 th	From April 29 th to May 2 nd	From May 6 th to May 10 th	From May 13 th to May 17 th	From May 20 th from May 24 th	From May 27 th to May 31 st	From June 3 rd to June 7 th	From June 10 th to June 14 th	From July 8 th to July 12 th

Institutional Observation									
Non participant Observation									
Participant Observation - Journal									
Interviews									
Video Recording									

Table 4. Schedule of instruments implementation

Categories		
<p>General Objective To develop speaking skills at 6th grade students through the implement of Video Blogs at Provincial San José School</p> <p>Specific Objectives -To design workshops and sequences to implement video blogs for improving speaking skills. -To Implement workshops integrating listening comprehension activities in order to complement the development of speaking skills. -To explore the incidence of Video blogs in students' motivation and participation. -To identify the incident of new technologies in the development of English classes.</p>		
General Category	Subcategory	Theoretical Description
Oral Production	Fluency and accuracy	<p>According to the common European Framework of references for languages a student with A2 level in the spoken production can use a series of phrases and sentences to describe in simple terms his family and other people, living conditions, his educational background and his present or most recent job</p> <p>The TEFL (2012) states that Accuracy and Fluency are two factors which can determine the</p>

		<p>success of English language students in the future.</p> <p>Essentially accuracy is the ability to produce correct sentences using correct grammar and vocabulary. On the other hand, fluency is the ability to produce language easily and smoothly.</p>
Oral Production	Vocabulary	<p>Learning vocabulary is an essential part of mastering a second language. However, the best means of achieving good vocabulary learning is still unclear, partly because it depends on a wide variety of factors (e.g. de Groot, 2006).</p> <p>Chang and Read (2006) found that vocabulary instruction before a listening comprehension task helped less than hearing the input twice or reading and discussing the topic beforehand.</p>
Oral Production	Sociolinguistic skills (Capacity of informing and describing)	<p>Sociolinguistic competence has been an integral part of communicative competence in that it includes learning pragmatic and sociolinguistic knowledge about how to use language linguistically and socially appropriately.</p> <p>The sociolinguistic competence which refers to the learning of pragmatic aspects of various speech acts such as the cultural values, norms and other socio-cultural conventions in social contexts. Specifically, the styles and registers of speech are influenced by the topic of discourse, the social status, gender and age of the participants. (Mede & Dikilitas, 2015).</p>
Oral Production	Grammar	<p>Grammar is rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints (Larsen-Freeman, 2001). In another definition grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey (Thornbury, 1999, p.13).</p> <p>In foreign language acquisition accurate understanding of the language structures is the key part so teaching grammar is an essential aspect of foreign language instruction.</p> <p>Teaching grammar in context will help learners to acquire nature of the language which will facilitate their understanding of the language. (Tuğrul, 2013)</p>
Oral production	Coherence and cohesion	<p>As a semi-naturalistic arena to study language changes beyond the sentence level, psycholinguistic research on narrative abilities has focused on coherence and cohesion in producing and comprehending discourse (Hickmann, 2004;</p>

		McCabe & Peterson, 1991). Coherence is widely referred to in the literature as a kind of ‘conceptual connectivity’, achieved through logical relations such as causality and knowledge about how events, actions, objects and situations are interrelated and organized (De Beaugrande, 1980; Trabasso, Suh, & Payton, 1995). Various studies that focused on coherence examined the development of story-grammars as evidence of the cognitive schemata underlying the representation of events which are believed to guide the generation of well-formed stories (Mandler, 1978; Stein & Glenn, 1979).
Oral production	Lexical skills	Lexical representations are indeed treated as internally-structured representations, consistent with approaches to lexical representation positing abstract morphological level structures, and our methods will include both psychophysical and neural measurements of aspects of language processing. (Fiorentino, 2006). Lexicology might be defined as the study of the lexicon or lexis (specified as the vocabulary or total stock of words of a language).(Lipka, 1992). We present behavioral and neural evidence for structured representation in the lexicon, which is reflected in the early decompositional processing profile of known compound words. (Fiorentino, 2006).
Listening	Understanding	According to the common European Framework of references for languages a student with A2 level in listening can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). He can catch the main point in short, clear, simple messages and announcements. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin 1974). An able listener is capable of doing these four things simultaneously. Willis (1981:134) lists a series of micro-skills of listening, which she calls enabling skills.

Listening	Participation	Listening is a necessary stage in participation. The two terms are interlinked. Participation is the process of becoming actively involved and implies a sharing of power (Miller, 1997). Hill, Davis, Prout and Tisdall (2004) offer a useful definition here: ‘participation means the direct involvement of children in decision-making about matters that affect their lives, whether individually or collectively. This may be at the initiative of decision-makers or of children and their representatives’ (p. 83).
Listening	Listening activities which are interesting for students.	There is renewed interest in the complementary relationship of visual and auditory channels in listening comprehension (Brett, 1995; Felix, 1995; Hoven, 1999). Multimedia applications for foreign language learning can provide a more realistic picture of the new language and culture in the classroom, including not only linguistic but also paralinguistic features such as body language, gestures, prosody, etc., which help to convey meaning to the learners (Brett, 1995; Fidelman, 1997; Gassin, 1992; Hurley, 1992).
Videos	Motivation	Liang (2010) and Warschauer (1996) suggested that online peer feedback as an alternative to face to face communication can increase learner motivation, participation, and collaboration. Lee (2008) pointed out that L2 teachers should be aware of their feedback practices’ influence on Student expectations and attitudes. Computer simulations incorporating synchronous chat functions can also motivate language learners who would otherwise be intimidated by face to face interactions to more actively participate (Ranalli, 2008;Freiermuth, 2002).
Videos	Creativity	In the 21st century, knowledge society, creativity and innovation in the educational context are becoming increasingly important, especially for the ASEAN Vocational Education and Training (VET) community. Schuck and Kearney (2004) add that the videos encourage student engagement and Parker (2002) report how videos support student creativity. Burn et al. (2001) explain how student videos accommodate students with different learning styles and abilities.

Task Based Learning	Team Work	McLoughlin and Luca (2002) stated that often through inappropriate design of curricula, the learning activities and forms of assessment mean that students develop inert knowledge, rather than transferable skills attuned to the complexities of professional life. In real life contexts, experts work in teams, share knowledge and apply it, revise and transform it through discussion, application and analysis.
Task Based Learning	Motivation	Motivation is recognized as an important element in the language learning learning process due to it works as the starting point for learning and supporting the process of foreign language acquisition (Cheng & Dörnyei, 2007). Gardner (1985) established that motivation is showed as a goal-directed element since it involves four aspects: a goal, effortful behavior, a desire to reach the goal, and favorable attitudes toward an activity.

Table 5. Categories of the project

Data Analysis

Furthermore, the *data analysis* is a way to process qualitative data by communicating to others some information already learnt, the data analysis allows researchers to organize and interrogate data to see patterns, to identify themes, to discover relationships, to make interpretations or to generate theories (Hatch, 2002). To carry out the data analysis it was used the matrix in which first it is necessary to categorize and then to classify the information gathered with the instruments. To do the data analysis it was necessary to take into consideration the journals, the interview and the spoken production of the students.

This study took into consideration the *interpretive analysis* proposed by Hatch (2002), in which researchers give a meaning to the data. The interpretive analysis

proposed 7 steps we must follow:

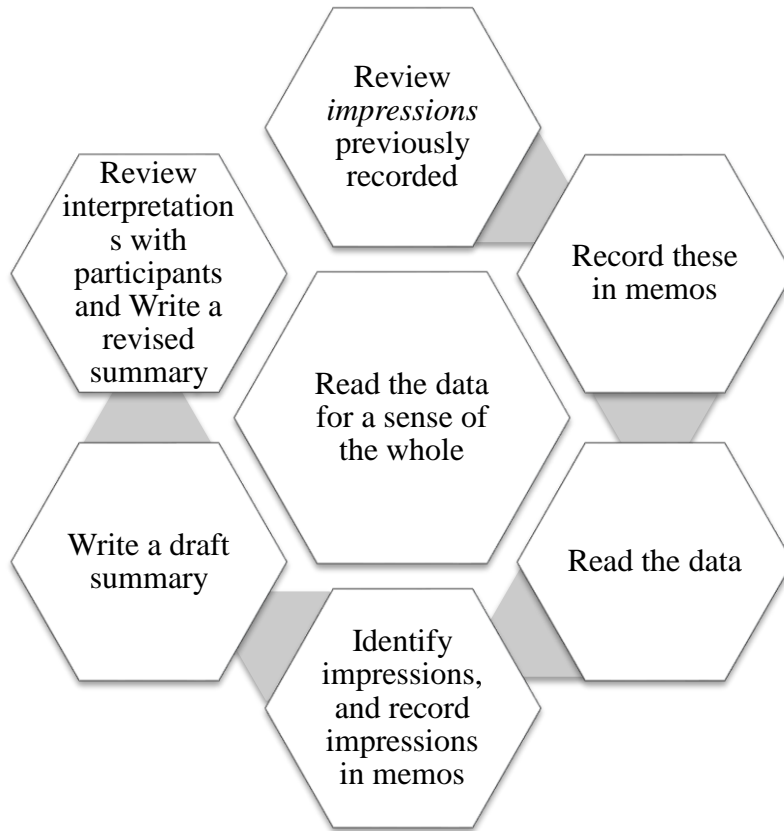


Figure 3. The interpretative analysis cycle

Analysis of Oral productions

ANÁLISIS DE DATOS, ANÁLISIS DOCUMENTAL (PRODUCCIONES ORALES)								
CATEGORÍA GENERAL	SUBCATEGORÍAS	DESCRIPCIÓN TEÓRICA	Participante 1	Participante 2	Participante 3	Participante 4	Participante 5	Participante 6
Oral Production	Descriptive capacity	Respect of the topic, personal presentation, presentation of the video and the content of it.	<p>Production 1 The student understood the topic of the video, she was presented by her classmate, and she presented the video and the content of it.</p> <p>Production 2 The student presented herself and she presented her classmate, students said that they are going to talk about the last vacations they had.</p> <p>Production 3 She presented herself and she presented her classmate, she presented the video and the content of it, before starting</p>	<p>Production 1 the student present her classmates and she presented the video as established in class, she said the content of it, it means she mentioned that she did a tour house and she will show the rooms of it.</p> <p>Production 2 The student was presented by her classmate, she said her name and she welcomed the viewers of the video.</p> <p>Production 3 She presented herself and she presented her classmate but she didn't present what she was going to do</p>	<p>Production 1 the student was presented by one of her classmates and she presented the content of it as proposed by the teacher.</p> <p>Production 2 The student was presented by her classmate and she presented the topic of the video, it means some vacation they did.</p> <p>Production 3 She presented herself and she presented her classmate, she presented the video and the content of it, before starting with the role play she said to the viewers that she was going to do a conversation between the</p>	<p>Production 1 she created a video in which she did a tour house as established by the teacher but she didn't present the topic of the video and the content of it, however she presented herself.</p> <p>Production 2 The student presented the group, she said her name, she started and she presented the content of the video, it means that they were going to talk about the last vacation they went.</p> <p>Production 3 She presented herself and she presented her classmate but she</p>	<p>Production 1 She respected the topic of the video but she didn't present the topic of the video and the content of it, however she presented herself, she welcomed the viewers.</p> <p>Production 2 The student was presented by her classmate, she said her name and she welcomed the viewers of the video.</p> <p>Production 3 She presented herself and she presented her classmate but she didn't present what she was going</p>	<p>Production 1 She respected the topic of the video but she didn't present the topic of the video and the content of it, however she presented herself.</p> <p>Production 2 The student was presented by her classmate, she said her name and she welcomed the viewers of the video.</p> <p>Production 3 She presented herself and she presented her classmate but she the presentation of the video was poor, she could say the</p>

Table 6. Oral Production Analysis

Analysis of Interviews

INTERVIEW ANALYSIS								
Categoría general	Subcategorías	Descripción teórica	Participante 1	Participante 2	Participante 3	Participante 4	Participante 5	Participante 6
Oral Production	Vocabulary	Learning vocabulary is an essential part of mastering a second language. However, the best means of achieving good vocabulary learning is still unclear, partly because it depends on a wide variety of factors (e.g. de Groot, 2006). Chang and Read (2006) found that vocabulary instruction before a listening comprehension task helped less than hearing the input twice or reading and discussing the topic beforehand.	Si he mejorado vocabulario porque usted antes de poner los audios nos explica en el tablero y nos dice como se pronuncia.	Si he aprendido más vocabulario porque pues en los audios, audios a uno le enseñan las palabras entonces uno va captando más la idea de cada palabra cuando se explican con las imágenes.	Si he aprendido más vocabulario porque primero en los audio y luego en los video y así uno las define más rápido y he aprendido más	Si he aprendido más vocabulario porque o sea usted nos explica en el pizarrón y entonces ya cuando hacemos el audio ya tal palabra ya la habia aprendido.	He aprendido vocabulario porque en realidad antes cuando teniamos clases de inglés como que no se aplicaba eso y pues entonces ahí como que se aprende más.	Si he mejorado vocabulario porque usted antes de poner los audios nos explica en el tablero y nos dice como se pronuncia.
Oral Production	Sociolinguistic skills (Capacity of informing and describing)	Sociolinguistic competence has been an integral part of communicative competence in that it includes learning pragmatic and sociolinguistic knowledge about how to use language linguistically and socially appropriately. The sociolinguistic competence which refers to the learning of pragmatic aspects of various speech acts such as the cultural values, norms and other socio-cultural conventions in social contexts. Specifically, the styles and registers of speech are influenced by the topic of discourse, the social status, gender and age of the participants. (Mede & Dikilitas, 2015).	Si he mejorado porque en los videos yo practico varias veces antes de empezar y así aprendo como hablar en el video y en inglés.	Si he mejorado porque pues yo al principio de año no sabia casi Inglés y ahorita con los videos ya se más o menos hablar y así.	Si he mejorado mi habla porque las palabras que salen en los audio y en los video pues uno primero las escucha y luego practica y así he aprendido a hablar mejor en inglés y a expresarse mejor.	Si he mejorado porque antes de hacer lo del video practicaba algunas horas para hacer el video y hacerlo bien ahora ya en poco tiempo puedo practicar pues cuando practico mejor y ahora se hablar mejor que antes.	Si he mejorado en el habla porque en realidad como que me ha enseñado más o menos a pronunciar las palabras en inglés y a hablar un poco más en inglés.	Si he mejorado mi habla porque las palabras que salen en los audio y en los video pues uno primero las escucha y luego practica y así he aprendido a hablar mejor en inglés y a expresarse

Table 7. Interview Analysis

Analysis of Journals

ANÁLISIS DE DATOS DIARIOS DE CAMPO								
Categoría general	Subcategorías	Descripción teórica	JOURNAL 1	JOURNAL 2	JOURNAL 3	JOURNAL 4	JOURNAL 5	JOURNAL 6
Oral Production	Fluency and accuracy	<p>According to the common European Framework of references for languages a student with A2 level in the spoken production can use a series of phrases and sentences to describe in simple terms his family and other people, living conditions, his educational background and his present or most recent job</p> <p>The TEFL (2012) states that Accuracy and Fluency are two factors which can determine the success of English language students in the future.</p> <p>Essentially accuracy is the ability to produce correct sentences using correct grammar and vocabulary. On the other hand, fluency is the ability to produce language easily and smoothly.</p>		The productions of the videos were really good and the spoken productions too, the students presented the video with confidence.		when studying pass to do the presentation all of them know automatically that they have to do a presentation before starting the performance, taking into account that the last presentation teacher demands to the students to do a little presentation of them they did it without teacher demand because they learnt it from previous implementation session.		taking into account that they have studied the daily routine activities in class and that they have reviewed them in the listening session students have mechanized the pronunciation of the activities that's why their speech was really good, also as in the previous speaking session students before starting with the presentation did a little presentation of themselves as a way to introduce or present the performance
Oral Production	Vocabulary	Learning vocabulary is an essential part of mastering a second language. However, the best means of achieving good vocabulary learning is still unclear, partly because it depends on a wide variety of factors (e.g. de Groot, 2006). Chang and Read (2006)			The use of images to teach vocabulary resulted positive because the students learnt them quickly and the repetition of each holiday activity also was a good strategy for		When teacher taped the images in the board students were attentive, they already studied the activities and they repeated in this session, the learning of the vocabulary	

Table 8. Journal Analysis

Findings

For the data collection process emerged four categories which focuses in the development and improvement of oral skills: a) oral production, b) oral comprehension, c) Videos and d) task based learning, those categories which supports the project implementation present some subcategories that are guided by the information gathered from journals, spoken productions and Interviews.

The findings achieved came up from the implementation of a pedagogical project that aimed to develop to develop speaking skills at 6th grade students through the implement of Video Blogs at Provincial San José School.

Oral Production

According to Redondo (2013) Oral production is one of the most important skills to master, learners may not reach a high level of oral skills because some teachers may not use

appropriate strategies that permit learners to develop these skills properly. It is important to highlight that teachers implement strategies to improve their students' oral production, in which we found: role plays, performances, songs, play activities, and cooperative learning, activities that facilitates English learning process and the improvement of oral skills in class. That's why this category is one of the bases of the project due it was intended to improve oral skills in learners. The students had to use this ability to record three different videos in which they show their abilities as English speakers, for this reason it was significant to determine six subcategories which are: Fluency and accuracy, Vocabulary, sociolinguistic skills, grammar, coherence and cohesion and Lexical skills.

Fluency and accuracy

This project aimed to improve speaking skills through the use of video blogs, the students who participated in the development of the project are from 6th grade, the level for those grades is A2 in English, Consequently, According to the common European Framework of references for languages a student with A2 level in the spoken production can use a series of phrases and sentences to describe in simple terms his family and other people, living conditions, his educational background and his present or most recent job.

On the other hand, The TEFL (2012) states that Accuracy and Fluency are two factors which can determine the success of English language students in the future also that essentially accuracy is the ability to produce correct sentences using correct grammar and vocabulary .On the other hand ,fluency is the ability to produce language easily and smoothly.

Based on the students production, it was possible to notice that students didn't have a high level of English and speaking while starting the process, and it was reflected in the first

final product, *Your pronunciation was good, but you did a lot of pauses while talking and your speech was not fluid, not in all moments, you have some lines in which your speech is good related to the intonation and pronunciation, you just commit a mistake while pronouncing the work cabins.* Spoken production analysis 1.

Nevertheless, the participation of the students in class and the implementation could affect positively the students speaking skills, as the oral production analysis of some students. *Your attitude was good while talking, your speech was fluid and you looked confident; the only mistake you commit was in the pronunciation of the word furniture.* Spoken production analysis 2. Which demonstrate that students were improving their speaking during the implementation of it. Due to, at the beginning of the process they didn't know how to do a good oral presentation and with the experience of the first video they could improve their oral production skills.

Vocabulary

According to Groot (2006), vocabulary is an essential part of mastering a second language. However, the best means of achieving good vocabulary learning is still unclear, partly because it depends on a wide variety of factors. On the other hand, Chang and Read (2006) found that vocabulary instruction before a listening comprehension task helped less than hearing the input twice or reading and discussing the topic beforehand. Students learnt the vocabulary and they could apply it in their final products: *The use of images to teach vocabulary resulted positive because the students learnt them quickly and the repetition of each holiday activity also was a good strategy for students to learn the vocabulary of holiday activities.* Journal 3. The students improve or learnt the vocabulary with the implementation of the project, they first learnt the words, then they listened them in the audio and finally they applied them in the final product.

The teaching of vocabulary had sense because they not just learnt it, they used it for the video and in this way they improve the vocabulary and the pronunciation of words they learnt.

Sociolinguistic skills

According to Mede & Dikilitas (2015), Sociolinguistic competence has been an integral part of communicative competence in that it includes learning pragmatic and sociolinguistic knowledge about how to use language linguistically and socially appropriately. The sociolinguistic competence which refers to the learning of pragmatic aspects of various speech acts such as the cultural values, norms and other socio-cultural conventions in social contexts. Specifically, the styles and registers of speech are influenced by the topic of discourse, the social status, gender and age of the participants.

In the videos, students must take the role of youtubers and use the language and register those people use while speaking. *Teacher proposed to the students the use of some expressions youtuber used and they look for other expressions I didn't propose, the groups include all the elements I suggest and they also include some they found such as activate the notification bell to don't lose any of our videos.* Journal 2. Students learnt the vocabulary and the expression youtubers use, they knew how to connect the context and the content of the video or the speech of it. Students improve their sociolinguistic skills because they know how to act in the video and how to use the language based on the role they were taking in the video. *In the last production teacher proposed a conversation between a doctor and a patient and the students used all the elements established by the activity in which doctor and patient had a conversation and the patient tell his daily routine, teacher didn't demand the opening as a youtuber but they wanted to do it, it means students include elements and did more than what they have to do related to the*

teacher elements proposed, also students know how to act, it means how to use corporal language in the development of the video and what expression use to take the role of a youtuber.

Journal 3. Students not only improve they speaking skills, they also learnt how to use English in determine situation and how to express to connect the context with the speech, in this case in the videos which were the final product.

Grammar

According to Larsen-Freeman (2001), Grammar is rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints. Likewise, Thornbury (1999), stated that grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey. In foreign language acquisition accurate understanding of the language structures is the key part so teaching grammar is an essential aspect of foreign language instruction. Also, Tuğrul (2013), stated that teaching grammar in context will help learners to acquire nature of the language which will facilitate their understanding of the language. The use of video allows students to improve their grammar skills because teacher give the explanation in class not only for students to learnt but for make them use it in a real situation; the last final product was related to the use of daily routine activities, the students learnt the rules to apply it the video. *As students were studying the present simple they could review the topic when doing the presentation and the video because they use the structure to tell their daily routine activities by using present simple.* Journal 6. The project allows the mechanization of the rules due to students first saw the explanation, then they listened it in the audio and finally they produce by using what they learnt.

Coherence and cohesion

Based on Hickmann (2004), As a semi-naturalistic arena to study language changes beyond the sentence level, psycholinguistic research on narrative abilities has focused on coherence and cohesion in producing and comprehending discourse. Coherence is widely referred to in the literature as a kind of 'conceptual connectivity', achieved through structural relations such as causality and knowledge about how events, actions, objects and situations are interrelated and organized and presented (Trabasso, Suh, & Payton, 1995). Various studies that focused on coherence examined the development of story-grammars as evidence of the cognitive schemata underlying the representation of events which are believed to guide the generation of well-formed stories (Stein & Glenn, 1979). Participant developed the coherence and cohesion in the oral production they prepared, one of the helps of this subcategory was the script that students did before recording the video. The script they prepared for record the video had coherence and cohesion but some factor as the pronunciation of some words and the low tone of the voice influence negatively in the coherence and cohesion of the video. *The ideas were clear; they express the activities they did chronologically as proposed in the script they created. Her pronunciation was good in some words, in other she forget the correct pronunciation taught in class such as: swim, I, to, we, farm, but the wrong pronunciation of those words influence in the comprehension of the speech and I have to look for the script to understand.* Spoken production analysis 2. The students had a script with coherence and cohesion but the pronunciation of the words played against the comprehension of the vide. Howeve, the implementation of the project allows students to improve their pronunciation which allows directly the cohesion and coherence of spoken production of students. *The conversation she created had sense and the idea they include to join the pain in the stomach with the daily routine results positive because the conversation was comprehensible, also the good pronunciation of words helped the comprehension of the video which*

improve the coherence and cohesion of it. Spoken production analysis 3. It means students enhanced the coherence and cohesion in spoken production through the application of the project, on the other hand, pronunciation is a factor which influences in coherence and cohesion due to the comprehension of the text determine that skill.

Lexical skills

Lexical representations are indeed treated as internally-structured representations, consistent with approaches to lexical representation positing abstract morphological level structures, and our methods will include both psychophysical and neural measurements of aspects of language processing. (Fiorentino, 2006).

Lexicology might be defined as the study of the lexicon or lexis (specified as the vocabulary or total stock of words of a language). (Lipka, 1992). It presents behavioral and neural evidence for structured representation in the lexicon, which is reflected in the early decompositional processing profile of known compound words. (Fiorentino, 2006). The lexical skills was took into consideration during the implementation of this project because students join not only the role of the youtuber but everyday life situations. Students worked the parts of the house in which they showed their houses, the last vacations they had and their daily routine activities. Students could connect their current life with English and they stated that these topics allows them to know elemental topic of English if someone asks for something they learnt such as the house, vacation or daily routine activities in English. *I liked doing the video with current life situations because, it means when our family members ask us for something we are going to know how to answer if they ask for something related to the house or the vacations or the daily routine activities.* Interview 1. It also helps the students to join real situation topics with English and students think it is not traditional because they are not only working in the board and they did

different activities. *I think it was good to use the current life for the videos because you did a change, like a turn to the class, it was not only working in the book, but we get out of classes to do the video and I felt confident and very happy doing the homeworks for your class.* Interview 1. Students not only improve that skill but they it was motivating for them because it was something different.

Listening

Listening is the most critical communication skill. Students are involved in various listening situations 65% to 90% of the time, but most students have little or no listening instruction. In addition, teachers may be uncertain whether they are good listeners themselves and may, therefore, hesitate to teach this skill “Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers (Rebeccal, 1993). For this reason this category is one of the bases of the project due it was intended to improve oral skills in learners and to produce and talk first the students must comprehend. The students must understand the audios to familiarize with the topic and create the final product. It was significant to determine 3 subcategories which are: Understanding, participation and listening activities which are interesting for students.

Understanding

According to the common European Framework of references for languages a student with A2 level in listening can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). He can catch the main point in short, clear, simple

messages and announcements. The topics used in the listening were simple such as the parts of the house, vacations and daily routine activities based on the topics they can understand based on their level.

On the other hand, Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin 1974). An able listener is capable of doing these four things simultaneously. Students could improve their understanding in the implementation of the project, students at the beginning had a low level of understanding taking into account that students had never use listening activities in English classes. *Students said that they had never work with listening activities and that that English teachers didn't speak in English, students proposed the teacher frequently to talk in Spanish.* Journal 1. It was something different for students taking into account that it was the first time they worked with listening activities. Otherwise, students improve their understanding taking into account the first time they listened an audio and the last time they did it, because they stated that in the first listening they didn't understand and the final one they understand the most. *I have improved my listening because the first time I listen the activity I didn't know so much but the and in the second and the third I had the experience of the last one so I understood a lot of, I understood something in the audio and before I didn't understand anything I thing I have improved.* Interview 1. The frequent application of the listening activities improves comprehension skills in students even if they don't have a vast experience of listening during English skills.

Listening is a necessary stage in participation. The two terms are interlinked. Participation is the process of becoming actively involved and implies a sharing of power

(Miller, 1997). Hill, Davis, Prout and Tisdall (2004) offer a useful definition here: ‘participation means the direct involvement of children in decision-making about matters that affect their lives, whether individually or collectively. This may be at the initiative of decision-makers or of children and their representatives’ (p. 83).

Participation

Listening is a necessary stage in participation. The two terms are interlinked.

Participation is the process of becoming actively involved and implies a sharing of power (Miller, 1997). Hill, Davis, Prout and Tisdall (2004) offer a useful definition here: ‘participation means the direct involvement of children in decision-making about matters that affect their lives, whether individually or collectively. This may be at the initiative of decision-makers or of children and their representatives’ (p. 83). That’s why students show a vast level of participation during the sessions the project was implemented, the students liked participating because they feel confident with the topic, the comprehension of the listening allows students to know the topic and to be able to answer to teacher questions and to socialize their answers with the class, *when teacher played the video and paused it teacher asked students for what the audio said and some students participated by saying some words they understand and effectively the words they said were included in the audio. Students participated actively during the audios because probably they understood them, when teacher was going to correct the exercises, students wanted to participate and to say the correct answers because they feel they have the correct answer.* Journal 3, Journal 5. Otherwise, students wanted to participate because they feel participating they learnt more about the topic. *I like to participate because when we heard the audios because in this way I feel inside of the topic and so... I learnt more. I participate because I know that if I participate in the exams I am going to get high grades.* Interview 1. Students

wanted to participate because of their English learning and due to they feel confident of the topic and what they were learning in class.

Listening activities which are interesting for students

There is renewed interest in the complementary relationship of visual and auditory channels in listening comprehension (Brett, 1995). Multimedia applications for foreign language learning can provide a more realistic picture of the new language and culture in the classroom, including not only linguistic but also paralinguistic features such as body language, gestures, prosody, etc., which help to convey meaning to the learners (Brett, 1995). The listening activities were joined to activities which include multimedia due to they created videos and they used a camera and a video editor to create it, and in this way we include multimedia with listening activities, On the other hand, students were interesting in the topics chosen by the teacher. *I like the topics we had worked in class because we relation English with something of the real life and it is not bored the topics you chose.* J1. Students liked those topics because it allows them to interact in English in real situations, However students are interest in other topics. *I like to work outside the classroom. I like to work something related to music or series of Netflix.* J1. Students showed they don't like to work inside the classroom, they want something different like outside the classroom, likewise students like including new technologies because they stated they wanted to work with music or some social platforms such as Netflix.

Videos

Liang (2010) and Warschauer (1996) suggested that online and activities which include communication as an alternative to face to face communication can increase learner motivation,

participation, and collaboration. That's why this category is one of the bases of the project due it the final product of the participants consist in the creation of a video, for this reason it was significant to determine 2 subcategories which are: motivation and creativity.

Motivation

Computer simulations incorporating synchronous chat functions can also motivate language learners who would otherwise be intimidated by face to face interactions to more actively participate (Ranalli, 2008;Freiermuth, 2002). Participants exposed they feel more confident doing a video as a way to do an oral presentation that do it in front of the class, *I feel motivated and more confident doing a video with my classmates at home because, really, if we go wrong we repeat it again and so if we go wrong nobody is laughing. I feel more confident doing the video at home because it is like in the presentation in the classroom the classmates keep seeing you and they laugh.* I1. Students feel confident while doing the video which motivate students to keep developing and doing some activities like this. This motivation affects positively the students' work because their products are good and their speech improve notoriously. Likewise, they liked using new technologies, it means the cameras and the video editors. *I like using the new technologies with the videos, when we are doing the videos it's easier to me and use the cellphone to do it. I think it was good because those are videos that we just do in English and not in other subjects. I like to use video because the presentation is more beautiful.* I1. Students feel motivated with those activities because they think is something different that just they do in English and because it is a nice way of doing a presentation in English.

Creativity

Schuck and Kearney (2004) add that the videos encourage student engagement and

Parker (2002) report how videos support student creativity. Burn et al. (2001) explain how student videos accommodate students with different learning styles and abilities. Students showed a high level of creativity by creating the video and also they feel they could express their creativity with those activities. *It allows me to express my creativity because I can do it in the place I want, in my house, in my friend's house, for example when we did the video if the vacation we did it in the street, we can show a lot of things and it's so funny also. It is more creative because I can do what I want.* 11. Students feel they could be creative with the application of videos because they could express as they want and do what they want to show in the video and so it in the place they want, which affect the production of the video because from the creativity of the students results a good production.

Task Based Learning

According to the lifelong learning program the Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world. A situation where oral communication is essential for doing a specific task. Task based learning has the advantage of getting the student to use her skills at her current level. To help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool. That's why this category is one of the bases of the project, from we determine 2 subcategories which are team work and motivation.

Team work

McLoughlin and Luca (2002) stated that often through inappropriate design of curricula, the learning activities and forms of assessment mean that students develop inert knowledge,

rather than transferable skills attuned to the complexities of professional life. In real life contexts, experts work in teams, share knowledge and apply it, revise and transform it through discussion, application and analysis. Students liked team works because they can correct themselves and in this way present a better job. *I liked the team work because we can turn and in this way we can do the video, the team work helps me because my classmate sometimes I didn't know how to pronounce and she helped me to organize the video and to pronounce correctly, also I would like to work again in group because we helped ourselves.* II. Students like team work and they would like to work again in group because of two reasons which are the confidence and the peer help.

Motivation

Motivation is recognized as an important element in the language learning learning process due to it works as the starting point for learning and supporting the process of foreign language acquisition (Cheng & Dörnyei, 2007). During the implementation of the project students showed a big motivation because the tasks proposed for the development of the project were something different for the students. *Those activities were motivating because in this way we learnt more than being all the time working on the board because those activities are different. I would like to keep working with those activities because it is something different, and it is something that we just do in English.* II. Students felt motivated because it was different and it was something they just apply during English classes, students don't like traditional classes which focus on the book and in the board that's why this new application was motivated for them.

CHAPTER II: Research Component

Training of reflective spirit in Trainee teachers from the Foreign Languages Program as a tool to qualify pedagogical practicum

Introduction

In the training context in the Foreign Languages Program , the teachers' pedagogical practicum in training are emerging as one of the focuses of interest and updating to study and document for the improvement of teaching-learning processes, for the qualification of the education. Although there is a clear interest in the evidence needed to understand and transform the pedagogical practicum. Besides, a large part of local studies are especially focused on the problem of learning rather than teaching.

It has been considered relevant to formulate a project which establishes a reflexive approach on the practicum as a way to actualize information, behaviors and attitudes that guide this teaching work; also as an internalizing exercise, immersion and conscious exploration of the teacher's own subjectivity, throughout the formulation of questions and examination of information for the solution of problems and for self-recognition.

Problem

At the school, fundamental aspects of the students, from the institutional life without interrogation are assumed, they are seen as traces, established and invariable features that are part of the identity and school culture. When the events unfold without enough alteration, the teacher tends to risk a settling in logic of action that does not allow a pedagogical evolution and the renovation of the school culture. The lack of practicum reflection does not encourage the emergence of problematic situations; those realities are ignored, they are invisible. Seen in this way, pedagogical practicum is assumed from reproductive codes that install teachers in a traditional way of cultural reproduction becoming a barrier to the emergence of evolving practices tending to generate transformations of thought and knowledge, to know the social needs.

Due to this situation, which affects the teacher directly, it is required that the process of teacher training, encourages the teacher in training, as a future teacher, a critical and reflective spirit might contribute the improvement of their pedagogical practicum, so, these are essential elements which impact and transform this work, as future professional performance too.

In the case of the Bachelor of Foreign Languages at the University of Pamplona, the reflection is conceived as a fundamental exercise for the students who carry out their integral practice, self-evaluate, install a critical and constructive view on their work in the teaching role To start this study, the following guiding questions are formulated:

How did the implementation of reflection contribute to the transformation of pedagogical processes of the development of the integral practice?

How did the reflection exercise influence the development of critical spirit of students-practitioners in the analysis of their pedagogical work?

Justification

The formulation of this project in the context as an integral Practicum of Foreign Language Students, is part of the professional conception of internship as a lead to improve educational processes in the application centers where the teacher practicum is carried out. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, their own actions, in order to be interested in the knowledge of methodologies and approaches to address a problematic and establish a analytical view about this fact.

In accordance with the statement by the philosopher of education John Dewey, a forerunner in the field of reflective thought applied on teaching, we justify the necessity for this project to provide students some tools of analysis and self-observation that allows them to distinguish between the routine action and reflexive action. It is considered that a reflexive approach protects agents from the traditional context of inertia, and authority that permeates some schools.

Objectives

General Objectives

-To implement reflection as a transformative tool of the pedagogical processes of integral practice.

-To Promote in Students/pre-service teachers, the development of a critical spirit that allows them to analyze their pedagogical work.

Specific Objectives

- To consolidate a group of teachers/pre-service teachers with a critical spirit those reflect and present proposals and alternative solutions to the current problems in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and analyze the strategies that the student uses in their pedagogical practice.
- To implement reflection workshops and development of teaching units that can guide the Student/Pre-service teachers' reflection.
- To analyze the own beliefs that are held about the teaching work and about the students.

Theoretical Framework

The theories about the teaching profession, the reflection, the reflexive and pedagogical practice, comprise the conceptual framework of this study. So, in order to have a greater clarity about the concepts encompassed, with a close relationship with this research project, it is presented an approach to each one of them.

Teaching profession: One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge framed in a certain science or art, but who also has within his responsibilities the integral formation of the students.

The teaching profession requires a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation among management, work and education.

Thus, we find that every teacher must comply with some competences in the discipline that allow the teacher to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level whereby they carry out their activity.

Likewise, every teacher must possess competences in the organization of contents, which means that the pedagogical practice not only requires ordering its components to be learned by students, but also to foresee the conditions of teaching in the educational context or outside it. The most immediate function that teachers must develop is to design or forecast the teaching practice.

Reflection: Talking about reflection implies addressing different conceptions about this notion. For this reason, to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010).

Reflection as a process: The reflection is made from a series of stages that cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflecting on the experience implies "a kind of reflective dialogue with the situation, where language would favor access to the individual's experiences, which would allow to extract a new structuring of the situation".

The stages of the process of reflection as a process are evidenced in the following scheme: In this case, the reflection consists of a strategic decision: "to select among the range of available techniques which is considered the most effective". This is the way of proceeding of technical rationality.

Development

The teaching is based on the interests and development of the students, and, at the same time, considers the development of the teacher as a teacher and as a person.

Social reconstruction

The object of the reflection is the social, economic and political context, so as to promote truly democratic relations in the classroom, and fair and just in the social sphere.

Generic

The programs allude to reflection in a generic way, but without specifying the pretensions of the programs or the contents on which they should reflect or the strategies to promote reflective learning.

Reflection promoters

According to Schulman (1987), these triggers are the teacher's cognitive foundation about classroom life; they are essential because they constitute the element of reflective thought that contributes in the process of the own knowledge that a good teacher needs to make decisions in the classroom.

Critical element of reflective thinking

This element of reflective thought relates to "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. Interest in what concerns social justice and ethics in education.

These authors established classification categories of knowledge

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and self-professional configuration
5. Knowledge of the students and their characteristics
6. Knowledge of educational contexts
7. Knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present study as an instrument. This relates to the teacher's narratives, to encourage stories of their experiences in the classroom. They persist in many forms and fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component, the teaching journals are located where the writing triggers the elaboration of the reflective thought of the teacher, on his experiences of practice, objective and subjective and intersubjective.

Methodology

The main objective of the proposed methodological strategy is the continuous reflection that additionally contemplates the holding of meetings to strengthen the practice collective as an initial space for tackling the educational and labor issues. The principles of organization are autonomy, planning, and self-observation. In order to review the incidence of the reflection proposal on this practice process, a process of socialization and systematization will be carried out.

This study is part of the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification, and analysis of the pedagogical practice itself. For the collection of data in this project, the application of the following instruments is proposed:

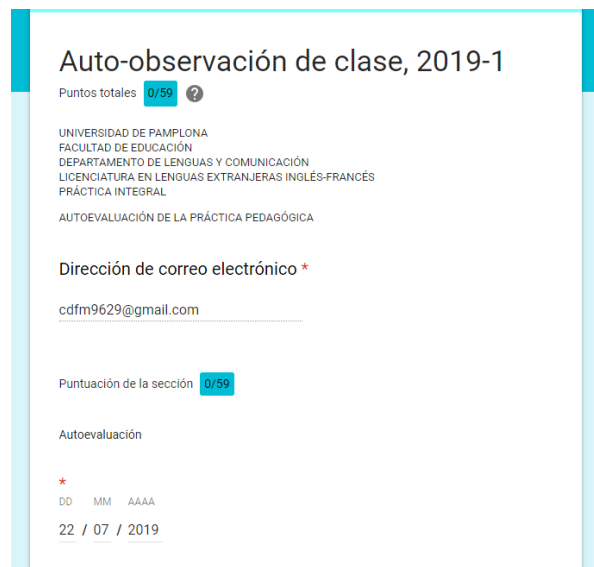
Reflection workshops

The fundamental purpose of the reflection workshops is to guide the process of reflection of the student-practitioners, but at the same time to socialize and share their own experiences in order to enrich their process and insert new tools to transform their pedagogical practices, to

accomplish this task, 3 reflections workshops were done during the semester.

Self- Observation sheet

The self-Observation sheet aims to guide student-trainee through a self-view of his/her labour as a teacher, his/her role in the classroom and the educational environment he/she takes part, during the semester 3 self-observation sheets were done.



The image shows a digital form for a self-observation sheet. The title is "Auto-observación de clase, 2019-1". Below the title, it shows "Puntos totales 0/59" with a question mark icon. The form is associated with the "UNIVERSIDAD DE PAMPLONA", "FACULTAD DE EDUCACIÓN", "DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN", "LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS", and "PRÁCTICA INTEGRAL". The specific activity is "AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA". There is a field for "Dirección de correo electrónico *" with the value "cdfm9629@gmail.com". Below that, it shows "Puntuación de la sección 0/59". The form also includes an "Autoevaluación" section and a date field with a red asterisk, showing "22 / 07 / 2019".

Image 6. *Self Observation-sheet*

Narrative

The reflection exercise will allow students to express about his/her daily endeavor as early as his/her narrative experience as a way to provide sense to the teacher life 'ordinariness, in order to accomplish this goal, 8 narratives were done during the semester.

María Fernanda Delgado Chia

Reflexión tercera semana

En la tercera semana de ejecución de clase la estudiante practicante pudo continuar con la ejecución del proyecto, en esta semana se aplicó la segunda tarea en la que los estudiantes iban a trabajar el habla, en esta tarea los estudiantes vieron un video en donde una youtuber americana hacía un tour house con el fin de que ellos se enteraran de qué era lo que debían hacer en el video que sería tomado como producto final, después de haber visto el video los estudiantes llevaron a cabo unas carteleras en las que dibujaron una casa con sus respectivas habitaciones y llevaron a cabo una presentación en el salón, esta actividad con las carteleras permitió que los estudiantes desarrollaran su creatividad y pudieran salir un poco del contexto de estar en un salón de clase, finalmente lo presentaron y como producto final se les encargó hacer un trabajo en el que harían un video tomando el rol de un youtuber y haciendo un tour house.

Por otra parte el resto de las clases se enfocaron en el desarrollo de las actividades del libro, estas actividades eran hechas con un método de traducción, teniendo en cuenta que el libro trabaja contextos y con actividades de comprensión lectora, se hacía la traducción de los textos en clase para luego poder responder las preguntas propuestas por cada ejercicio de comprensión lectora, para la realización de estas actividades se hace la traducción con los estudiantes, los estudiantes buscan en el diccionario el significado y así se crea el texto en español, la disciplina en los grupos de sexto no mejora, los estudiantes siguen teniendo comportamientos muy malos y pude notar que hacen indisciplina por el hecho de saber que están con el practicante y no con el profesor, esto lo pude notar porque en uno de los grados llegué sin la compañía de la supervisora y en el momento que la supervisora se asomó a la puerta del salón uno de los estudiantes dijo: "silencio que llegó la profesora". Por otra parte, uno de los estudiantes del curso 6-02 le dijo a la profesora que no quería estar dentro del salón ni quería estar en la clase y la profesora le dijo que se retirara entonces, cabe mencionar que ese estudiante tiene 13 años y es uno de los mayores de ese salón aparte de tener una disciplina muy mala, por tal razón no fue algo que me sorprendiera dado que con frecuencia el estudiante espera a que la profesora se distraiga para salirse del salón y no volver, ante esta situación lo que la practicante hace es tomar nota en la hoja de control

Image 7. Narrative

Class records

To get evidence of the students-trainees performances in the classroom, it will allow to reflect about different aspects related to the foreign languages teaching/learning process, which could be taken into consideration by the trainee teacher in his/her reflective exercise. These records will allow to get an external and constructive view of his/her pedagogical practices, one class record was done during the semester to get the evidence of the performances in class.



Image 8. *Class record*

Research Component Timetable

To develop this project there is number of activities to accomplish the objectives, that's why a general schedule activities is proposed to be applied in the Research component.

Activity	Narratives	Self observation sheet	Class recording
Description	Each Monday students must send the narratives before 6pm	The self-observation is done online.	The pre service teacher must register a video of 30 minutes, in this video students must try to don't show students's faces but the implementation and the execution of the class.
First Week: From May 13 th to May 17 th			
Second Week: From May 20 th from May 24 th			
Third Week: From May 27 th to May 31 st			
Fourth Week: From June 3 rd to June 7 th			

Fifth Week: From June 10 th to June 14 th			The video must be sent the 14 th July.
Sixth Week: From July 8 th to July 12 th			
Seventh Week: From 15 th to 19 th July			
Eighth Week: From 22 nd to 26 th July			

Table 9. Timetable of activities of the research component.

Context

The city of Pamplona was founded in 1549; it is the oldest city of the department of Norte de Santander. It is located in the Espiritu Santo valley in the Colombian Andes. It is the City's founder in the colonial period, it had been throughout its history a center of confluences and religious influences; it received a large number of religion communities in which we found: The Franciscanos Community, the Clarisas Sisters; The San Juan de Dios brothers, The Jesus companion, The Salle Community, likewise, some feminine religion communities such as: The Presentación Sisters, The Bethlemitas Sisters and others; These communities in the city entail some educational institution with a visibility of its thoughts and values. It is in this geographical context that this study is located and has the school as an agency in which the school actors develop themselves: PLEX trainees.

School is understood as a specific educational community in charge of the institutionalized education, it means the school is a place where the education is carried out, where the education is fulfilled and where the education is ordained.

In nowadays, a school is considered as a community's way of life, it means, school transmit those learnings and necessary values in a community and which conduce students to use and

improve their capacities for a personal benefit and for the society.

At school, we always find a variety of fundamental elements which take action, as in the case of teachers and students in which their actions and ways of act are subordinated to a social and cultural order that the school takes its organization.

The school is a dependent society organ ,an social institution intended within the educational field, to manage the systematic education and to qualify the formations and management of groups represented by teachers and students. (Crespo, 2010).

The school as an educational institution fulfills some specific functions such as:

Socializing role

It is related to the learning process with a young population, to values, to rule, to behaviors, to attitudes or abilities, focus on the dominant social culture in the political and economic context they belong. This function cover all the socializing process in which the members of the school participate actively.

Instructive role

The instructive function use two functions, the improvement of the socializing spontaneous process, to ensure the human capital formation which requires the operation of the labour market. It explains that there is a high possibility of adaptation when the level of culture, knowledge and values is higher.

Educational role

The educational function requires a life community, a democratic participation, an intellectual research of dialogue and learning. An educational community which breaks down the barriers between the school and the society, a cultural space where the concepts, the technical tools and

the humanity culture's codes are learnt. As a consequence of the active participation in the sharing of meanings, wishes and behaviors with classmates and adults (Vizcaino, 2010).

Population

The full population of this study is formed by Thirty students from tenth semester, Trainees from the Foreign languages program English- French in the University of Pamplona.

The direct beneficiary population:

Pre-service teachers

Supervisor teachers

Students community of the practicum implementation's centers.

The indirect beneficiary population :

Formed by the teachers community from the foreign languages program in the University of Pamplona

The results will provide feedback to the vision of the program agents about its practices.

Integral practicum group

Conclusions

During the Integral practicum the pre-service teachers must create each week a narrative or reflections in which they note their experiences as teacher and how the role had improved his pedagogical abilities.

The reflection process: The 3 narratives (Appendix 4) done which represents the three weeks

of work during the practicum and the self-observation grids had served to explore about the pedagogical practice of the pre-service teacher.

The experience of the integral practicum had proved that students don't use English because teacher don't demand students to do it, students require the recuperation of an exam and if they lose the recuperation teacher must do the recuperation of the recuperation and the *students don't advance* . In the integral practicum teacher must *use the translation method* as the supervisor proposed, the implementation of this method for English classes doesn't allow students to interact in English, *they speak all the time in Spanish* when teacher asks for something even if they know the answer in English. To plan the classes the pre-service teacher must use the format of the institution. However, the *format proposed* by the supervisor doesn't have all the elements required for a didactic sequence, this format doesn't have the execution time for each activity, the socio-cultural, the linguistic and the communicative objectives of the class. Also, *the plannings are done based on the content of the book* that 6th grade student use for English classes, the book they use is Discover 1, this book proposed the development of reading comprehension activities, the supervisor said to the pre-service teacher that she had to create the didactic sequence based on the activities proposed for the book, that's why she can't create some activities related to the topics of the book because the whole the class must be focused on the workshops of the book. Students usually call the teacher "profe", the pre-service teacher learnt the names of the *students to call them for their names* and to avoid saying "niño", "niña" or "usted". Teacher established 1 or 2 tasks by week, teacher explained in class what they have to do and how teacher is going to qualify it, but about the *40% of students didn't do the homeworks* and the majority of students copy it in the class. On the other hand, some *students*

don't pay attention to the teacher instruction and they don't do the homeworks correctly, taking into account that students are familiarized with the translation method that is the method used by the teacher, when students have to do one of the activities of the book what they did is translating the instructions in Spanish but they don't do the activity as well. Likewise, there is *one student who has an aggressive behavior* and he is fighting all the time with his classmates, probably his behavior affects his attention in class and the pre-service teacher must be taking care of his work in class and to explain him individually the work they have to do, because he didn't understand and he didn't pay attention when teacher is explaining to the whole group. Otherwise, the environment in the classroom is quiet when the supervisor is in the classroom, *when she goes out the students lose the attention* and they start to do disorder in class.

The students who have discipline problems are noted in the control sheet in which teacher describes the behavior of the student, in which class and the full name of him. *The discipline is a negative factor* that influences in the development of the course, that's why the majority teacher must be focused on the control of the discipline and don't in the development of the class and activities proposed for it. *Teacher speaks in English the 20% of the classes* because teacher proposed that they are in a low grade and that they don't understand English, but the fact of speaking Spanish in English class affect the English learning process because the students don't use English during classes and they want a translation for each phrase or word they say in English, for example they know the meaning of the word house, however, they said "casa" in class even though they know the word in English.

Students said that they understand the grammatical topics teacher explains during the class and that she makes a clear explanation of each topic, teacher tried to speak louder for students to hear what she is saying during the class, after explaining a topic proposed for the book, teacher did an

evaluation which includes 3 or three topics, the *evaluation* proposed by the teacher includes different types of question, question of transforming, matching and classification (Appendix 5). The evaluations that the pre-service teacher had applied the 20% of the students had passed the evaluation. The supervisor stated that the evaluation were difficult for them, Nevertheless, after seeing that some students get grade between 4.0 and 4.7 she changed her mind and she approved the exams that the pre-service teacher was creating for them.

Finally, the pre-service teacher could notice that the fact that English teacher in the school doesn't talk in English during English classes affect negatively the English learning process of the students, because they don't listen the English and they just use the English to say Good morning when teacher arrives. On the other hand, student's *don't work with listening activities* and the book they use, Discover 1, has a CD with some listening activities but the CD is not used for the supervisor, the pre-service tried to work with them but the supervisor said that working with those activities spend a lot of time and that's why she preferred to work just with the book. There is one point included in the auto observation grid which talks of the role of the supervisor, and probably it is not a topic which involves this problem but in the integral practicum I could notice that students don't study because teacher give them a lot of opportunities, my supervisor said that we have to give them opportunities to present works and do recuperations of the exams, and as teacher don't insist on they don't study.

In the reflection Workshops I could notice that my classmates had similar problems to me related to the use of English, because teacher said that we must speak in Spanish for students to understand the topics and some problems related to the discipline, nowadays the students don't respect teachers because that's a problem which starts at home because children don't respect

their parents and that's why they didn't do it which teachers.

The Integral practicum and the reflection process had served to improve my pedagogical skills while teaching, through the reflection I could notice the effectiveness of some strategies while teaching and how I can improve my experience in the practicum.

Chapter III: Outreach Component

Awareness project to English Language with Students with English Needs in Secondary schools in the city of Pamplona

Presentation

The outreach component aims to present how pre-service teachers must develop an extent with students who have difficulties in English classes, this project is entitled: "Awareness of English language with students with learning necessities in Secondary courses" which objective is To address the training needs in English needs of young population of the Provincial San José School in secondary grades.

In this component the pre-service teachers will give an aid for students, who have low grades in English by giving them reinforcement activities and guides ot help student increase their grades in English. The students who can participate in this project are from 6th grade to 11th grade from Provincial San Jose Highschool in the main headquarter.

Introduction

The University of Pamplona (Colombia) in its capacity as a public institution of training trainers and more specifically the bachelor's degree in Foreign Languages English-French, it has approached to the reality that face secondary school of the city of Pamplona in regard to the National Policy of Bilingualism; there are some students who have necessities for learning English and don't have an space in the school to reinforce those issues while learning.

In recognition of this reality and the issues it generates, the present proposal of social projection seeks to assist the needs of training in English, of the young population of the secondary schools in the city of Pamplona and integrate the training in foreign languages of the students of bachelor's degree in Foreign Languages English-French to the educational reality of this sector to try to reduce the gap that is generated between the public school and the private one in the area of foreign language.

Government policies identify the problem, however, the attention of the same is not filled with regulations, effective support is needed, for the specific case, trainers in the foreign languages area, so that the results of exams, tests and results of our students are in accordance with the proposals of Colombia the most educated.

Justification

The learning and acquisition of a foreign language, allow to be at the forefront of the own needs t the world demands in nowadays. That is why this process is necessary to implement in basic education, cycle they have foundations that allow them to continue learning in secondary education, vocational media and higher education in order to achieve that more people can be trained in this area.

The aim of this project is to raise awareness of the English classes reinforcement in secondary schools in the city of Pamplona, contributing to the basic training in a foreign language that is necessary and essential at these levels. For this reason, it is carried out as part of the extension component to the community of the integral practice developed by the students of last semester of the bachelor's degree in Foreign Languages English-French of the University of Pamplona, as a way to contribute to the strengthening of English teaching in the secondary sector.

The execution of this project highly and mutually favors whether the institutions and the student population of the city of Pamplona, as well as the foreign language program and students who develop their integral practice. This benefit results in the possibility that secondary school youngs have contact with the foreign language and at the same time, to those students who complete their university training process to know the realities and educational needs of the environment and thus they can contribute, intervening in processes that impact on the improvement of those needs.

Objectives

General objectives

The implementation of this project of social extension, by the bachelor's degree in Foreign Languages English-French of the University of Pamplona, is heading towards the following purposes:

- To address the training needs in English of the Young population of the secondary school in the city of Pamplona.
- to integrate the foreign language training of the students of the Bachelor's degree in Foreign Languages English-French to the educational reality of the reinforcement activities of English at the secondary school of the city of Pamplona.

Specific objectives.

With a view to a greater understanding of the aspects raised above, this proposal will seek:

- To familiarize youngs of the elementary school of Pamplona with fundamental knowledge of English.
- To involve the students of the Bachelor's degree in Foreign Languages English-French in the processes of reinforce English with online activities at the secondary school of the city of Pamplona.
- To articulate the formation of the students of the Bachelor's degree in Foreign Languages English-French with the programs of social projection offered by the Office of Social Interaction

of the University of Pamplona.

Typology of the project

This is a training and disciplinary project in the curriculum area; open to the institutions in which the Integral practice is carried out and offer basic primary training in the city of Pamplona. It is part of the training project of the Foreign Languages program of the University of Pamplona. This proposal is articulated to the social projection, transcends the institutional space and makes possible the articulation of the PLEX Degree to the Pamplona community.

The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and extension to the community of the University and of the degree.

Theoretical Framework

This outreach component is guided by some concepts which conforms the theoretical framework.

Foreign Language Teaching

UNESCO has been focused several years ago for the role of the languages in the international context. In a conference in 1999, it adopts the term multilingual education to refer to the use at least of three languages. The mother tongue, a regional or national language and the foreign language (Cruz , Loyo & Mendez, 2011).

The foreign language learning process is a need, but the language learning is join to the cultures learning. Languages are the best access to new cultures, to new history and to other ways of see and understand the world (Lima,2016).

National Bilingual program

Colombia, as other countries around the world has adopted academic politics to diffuses English as a Foreign language, The National bilingual program aims to improve English skills and to make Colombian people become Bilingual, to accomplish this goal, this program has proposed three strategies such as; the implementation of media and new technologies, working competences (teachers) and the improvement of communicative competences in English as a foreign language in all educational areas (MEN, 2014).

Bilingualism

Bilingualism refers to the different grade of proficiency which a person communicates in more than a language and culture. This grade depends on the context in which the person is, that's why the use of another language, different to mother tongue is considered foreign language or second language (MEN, 2006).

School Contexts

The students who are going to participate and make part of this project are students from 6th grade to 11th grade from provincial San Jose High school of the main headquarter; those students have low grad in English.

Timetable of Activities.

Activity	Inform about the Project and establish the participants	Create the reinforcement Activities	Upload the activities in the platform	Pick up the activities and check students' Work
First Week: From May 13 th to May 17 th				
Second Week: From May 20 th from May 24 th				

Third Week: From May 27 th to May 31 st				
Fourth Week: From June 3 rd to June 7 th				
Fifth Week: From June 10 th to June 14 th				
Sixth Week: From July 8 th to July 12 th				
Seventh Week: From 15 th to 19 th July				
Eighth Week: From 22 nd to 26 th July				

Table 10. Timetable of activities of the outreach component

Methodology

For the implementation of the project the pre-service teacher must follow 5 steps as showed.

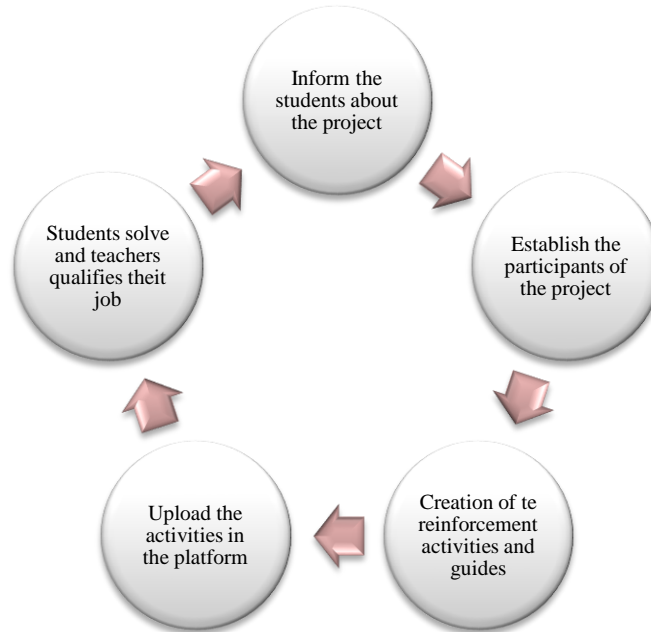


Figure 4. Methodology for the implementation of the outreach component.

The workshops students had to do a included the following topics: present simple, past simple, present continuous, past continuous, numbers, colors, days of the week. Months of the year, adjectives, public places, members of the family, and professions. Students did four reinforcement workshops (Appendix 6) with the topics mentioned and one final exam.

Conclusions

For implementing this outreach component the pre-service teacher had created 4 reinforcement activities (Appendix 10) for those students who have low grades in English during the first period. For those activities, the pre-service teacher took into consideration the topics of the first period of the year, after the creation of the activities, teacher informed the students about the

reinforcement activities and that they could find them in the academic platform. When students had solved the activities teacher brought them to qualify them. The students must solve three activities; at the end of the process they will present an exam which contains the topics of the previous activities.

The topics proposed for the reinforcement activities were: present simple with verb to be, past simple with verb to be, present continuous tense, past continuous tense, numbers, vocabulary of public places, adjectives, colors, family members, days of the week and months of the year.

The development of this component allows the pre-service teacher to learn about the creation of workshops for students and to use also an academic platform not just to upload the grades but also with academic goals. Also how the reinforcement activities influence in students' motivation and participation, students know that those workshops can increase their grades in English and they put their best to do it.

Students which participate in this project feel motivated because they know the grades of the workshops will help them to increase their grades, that's why even the student who didn't have low grades in English want to do the workshops.

CHAPTER IV: Administrative Component

Introduction

Being a teacher not only consists of going to the classroom and give the class as an academic part, we have to be involved on diverse aspects as well, in order to learn more about this profession; thus, we need to be integrated with all the activities proposed by the school, to have a sense of belonging with this educational institution by helping and collaborating with other teachers in all the meetings and activities established by the school.

As a pre-service teacher, I will stay in the high school in order to give aid, if was necessary to teachers and directors and also to get a better understanding of the school with the aim of being part of this institution.

Objectives

General Objective

To participate actively in all the activities organized by the “Provincial San José” High School.

Specific Objectives

- To collaborate in the organization of events and activities inside and outside the school.
- To give aid and support to other teachers in the development of cultural activities.

- To show respect to all the educative authorities of the school

Methodology

As a member of the San Jose provincial school community, I will actively participate in all the activities proposed by the institution, whether they were cultural events, in the supervision of students throughout the day, among others (Appendix 11).

Timetable of Activities

Thus as pre-service teacher I took part in the following activities:

Weeks	Activities
1st week	<ul style="list-style-type: none"> • Language's day
3rd week	<ul style="list-style-type: none"> • Santanderino's day Celebration • Final report delivery
4th week	<ul style="list-style-type: none"> • Techer's day • Admimintrative personal's day • Parents and tutors integration
5th week	<ul style="list-style-type: none"> • Parent's meeting • Flag raising event
7th week	<ul style="list-style-type: none"> • Holy mass
8th week	<ul style="list-style-type: none"> • Parents and tutor's attentions • School Love Feast

Table 11. Schedule activities to participate in all the extra activities proposed by the institution.

Conclusions

The first activity was developed the day the pre-service teachers were presented in the institution, the students were celebrating *the language's day* and the pre-service teacher helped with the discipline during the event. During this event, the pre-service teacher could learn about the Spanish literature and the history of it. The second activity was the *Santaderino's day celebration* in which the pre-service teacher attempted to the celebration which took place in the school and then in the UNAD auditorium, during this event the pre-service teacher could learn about the history of the school, and why Francisco de Paula Santander is important for the history and the raising of the school. In the next activity teacher had to attempt to the *celebration of the teacher's day*, in this day the students of each grade organize an activity into the classroom for the teachers. Then, *the holy mass* took place the first Friday of the month and in this activity the pre-service teacher had control de discipline with the students and being an example of respect face to the students in religious events and then, teacher attempt to the School fest in which parents, students an d teacher could appreciate the students' talents. The final Event I attempt was a flag raising event in which the 7th grade students celebrated the Colombian Independence.

Those activities allow me to know the culture of the institution and the importance of some celebrations for the school, the school give an importance to the religious events and all activities related to Francisco de Paula Santander and the history of Colombia.

Appendix

Appendix 1

HIMNO DEL COLEGIO

CORO

De nuestra patria somos
promesa florecida
Ante su altar la vida
es sacra donación,
Sentimos en la sangre
bullir toda la historia
Con ecos de victoria
resuena el corazón

I Estrofa

Nuestra ambición es noble
y el joven pecho alienta
el fuego que sustenta
la audacia de la edad.
Destinos de heroísmo
Nuestro camino traza,
por siempre nuestra raza
amó la libertad, amó la libertad.

II Estrofa

Cuando un himno ardiente
Marchemos al futuro,
Nuestro ideal es puro,
Honor ciencia y virtud.
Somos la savia nueva
De la gloriosa gente,
Y fulge en nuestra fuente
Radiante juventud (bis)

III Estrofa

Benditos estos claustros
Que brindan a la mente
La estrecha refulgente
De altísimo ideal.
Infunden en las almas
Vivifican doctrinas,
Virtud y disciplina
Y orgullo nacional.

IV Estrofa

A nuestras manos pasan
Los ínclitos pendones,
Llevaron con honor.
Hay fuerza en nuestros brazos
Y aliento en nuestros pechos,
Para emular los hechos
Del épico valor.

V Estrofa

Mas ya nuestro destino
No es bélica contienda,
La paz es dulce prenda
De un nuevo florecer.
Donde crecieron cardos
De lucha fratricida,
Renacerá la vida
Con mágico poder.

**Música Eugenio Giovanetti
Letra: Juan de Dios Árias**

Appendix 2

Mayo 2019					
DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
			1 DIA DEL TRABAJO	2	3 EUCARISTÍA ORGANIZA 5° DE LAS SEDES LA SALLE Y SANTA CRUZ.
5	6 DIA SANTANDERINO, ORGANIZA ÁREA DE CIENCIAS SOCIALES	7 ENTREGA DE BOLETINES DE BÁSICA PRIMARA, REUNIÓN DE COMITES DE RESTAURANTE ESCOLAR PAE	8 ENTREGA DE BOLETINES DE BASICA SECUNDARIA	9	10
12 EUCARISTIA SEDES SALLE Y SANTA CRUZ, ORGANIZA 4°	13	14	15 DIA DEL MAESTRO, DIA DEL ADMINISTRATIVO	16	17 IZADA DE BANDERA PRIMARIA ORGANIZA 3° SEDE MISTRAL
19	20	21 CIRCUITO POLIMOTRO, GRADOS SEGUNDOS	22 REUNIÓN DEL CONSEJO DE PADRES DE FAMILIA., REUNIÓN CONSEJO DE ESTUDIANTES	23	24 IZADA DE BANDERA DE PRIMARIA ORGANIZA 3° SEDE LA SALLE
26	27	28	29	30	31 ENTREGA DE LIBROS REGLAMENTARIOS A COORDINACIÓN
Junio 2019					
DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
2	3	4 REUNIÓN CONSEJO DIRECTIVO Y CONSEJO DE PADRES DE FAMILIA, REUNIÓN COMITÉS DE RESTAURANTE ESCOLAR PAE.	5 CONSEJO ACADÉMICO	6 CIRCUITO POLIMOTOR, GRADOS TERCERO	7 EUCARISTÍA SEDE CENTRAL, ORGANIZA 8° Y 9°.
9	10	11	12	13	14

			ATENCIÓN A PADRES DE FAMILIA.		SALIDA ESTUDIANTES Y DOCENTES A VACACIONES. BANQUETE DE AMOR AL COLEGIO
Julio 2019					
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
7	8 REGRESO DE VACACIONES ESCOLARES	9 ENTREGA DE LIBROS REGLAMENTARIOS A COORDINACIÓN. REUNIÓN DEL COMITÉ DE CONVIVENCIA ESCOLAR.	10	11 REUNIÓN DEL COMITÉ DE CALIDAD.	12
14 EUCARISTÍA SEDE CENTRAL, ORGANIZA 10°, 11°.	15	16	17 CIRCUITO POLIMOTOR, GRADOS 4°.	18	19 IZADA BANDERA PRIMARIA ORGANIZA 2° SEDE MISTRAL, IZADA DE BANDERA BACHILLERATO, ORGANIZA 7°.
21	22	23	24 ESCUELA DE PADRES	25 REUNIÓN DE CONSEJO DE PADRES DE FAMILIA, REUNIÓN COMITÉS DE RESTAURANTE ESCOLAR PAE	26 ENTREGA DE LIBROS REGLAMENTARIOS A COORDINACIÓN. IZADA DE BANDERA PRIMARIA ORGANIZA 2° SEDE LA SALLE.
28	29 REUNIÓN DE CONSEJO DE ESTUDIANTES	30 REUNIÓN CONSEJO DIRECTIVO.	31		

Appendix 2. General Schedule of the Institution.

Appendix 3

Learning Evidences:

Appendix 1



Appendix 2.

IN FRONT OF	UNDER
NEXT TO	BETWEEN

Appendix 3

Name: _____ Date: _____

1. The bedroom is _____ the bathroom.
2. The Kitchen is _____ the bathroom.
3. The garage is _____ the kitchen.
4. The stairs are _____ the living room and the kitchen
5. The living room is _____ the stairs.
6. The living room is _____ the kitchen.

Appendix 4.

https://www.youtube.com/watch?v=PEN_PiDv7II

Appendix 5



Name: _____

Date: _____

- Circle the words you listened in the audio.

Small house	Big house	Two bedrooms	Kitchen	Living room	closets	Bathroom
basement	Two bathrooms	Wood furniture	Three bedrooms	My house has a second floor	garage	Small garage
Two Maples	Swimming pool	Vegetable garden	bed	Library	Big window	Small closets

Appendix 6



- Select with an X the correct answer, Yes or No.

<i>Statement</i>	<i>Yes</i>	<i>No</i>
My house is small		
My house has three bedrooms		
My mom and dad sleep in one bedroom		
I sleep in one bedroom		
My house doesn't have a kitchen		
My house has a living room		
My house has a small bathroom		
My house has a lot of closets		
My house has second floor		
My house has a garage		
My house has a big backyard		
My backyard has a swimming pool		

Appendix 7



Name: _____

Date: _____ Grade: _____

- Answer the following questions base on the audio

1. How many bedrooms are there in the house?

2. Do I share my bedroom? With whom?

3. Is there a big bathroom in the house?

4. Is there a backyard in the house?

5. Where is the swimming pool?

6. Is there a maple tree?

7. Is there a vegetable garden?

Appendix 8

<https://www.youtube.com/watch?v=C1175OfhLrU>

Appendix 9

EVALUATION GRID

Evaluator : _____

Students : _____ Date : _____

The respect of the indication. 15points/	Prononciation 15points/	Intonation 10 Points/	Pertinence of the content of the poster with oral production theme. 10 Points/	TOTAL ____/ 50
Students respects the indication given by the teacher related to the structure of the	The speech is understood, the pronunciation of the words allows teacher	Student talks in a clear way with an appropriate tone of voice.	The content of the poster is related to the oral presentation and serve as a visual aid.	

oral production	and students understand the speech content			
-----------------	--	--	--	--

Appendix 10

CONTENT OF THE VIDEO

- Say your Name
- Presentation of the video's topic.
- Present the house: Bedroom, kitchen, living room, study (the last one is optional)
- When showing a room of the house you have to do a description of each one of them (big, small, beautiful, comfortable, etc.) When you finish the presentation of each room you have to say in a simple way why do you love that space (bedroom, kitchen, living room, study).
- Finish the video by using expression youtubers usually said.

PHRASES YOU CAN USE TO HELP YOUR PRESENTATION

<p>To start: Hello guys, How are you? As you probably know my name is: _____</p>	<p>After present yourself:</p> <ul style="list-style-type: none"> • I'm really excited of being here again • I'm really happy to see you again 	<p>To present the topic: Today I would like to show you my house with a house tour. I hope you enjoy it.</p>
<p>To start with the tour house: Let's start</p>	<p>When you finished the showing: I hope you liked it</p>	<p>To finish the video: Please like the video and don't forget to subscribe. See you in the next video.</p>

Appendix 11

Evaluation grid

Students: _____ Grade: _____
Topic: _____ Evaluator: _____

Respect of the task: student creates a video based on the topic established by the teacher (8points)	____/ 8points
Student present himself and welcome the viewers (8points)	____/ 8points
Students present the video and the content of it (8points)	____/ 8points
Students present the rooms of the house by giving a little description of each one of them (9points)	____/ 9points
Students at the end of the presentation of each room said why they love that space (9 points).	____/ 9points
Student finishes the video by saying expression or phrases youtubers usually say(8points).	____/ 8points

Total: _____

Appendix 4

Learning Evidences:

Appendix 1



Appendix 2.

Put the words in the correct order.

1. you / to / tell / him / going / are / ?

2. going / him / I'm / tell / no, / not / to

3. later / are / what / do / you / going / to / ?

4. watch / I'm / a / to / DVD / going

5. Steve / going / is / to / be / the / barbecue / at / ?

6. going / to / what / wear / you / are / ?

7. wear / I'm / jeans / going / a / T-shirt / to / and

8. late / we / are / going / be / to

Appendix 3

<https://www.youtube.com/watch?v=cC2vxBMAG8&t=793s>

Appendix 4.

Colegio Provincial San José
6th Grade
Pre-service teacher: María Fernanda Delgado Chia



Name: _____

Date: _____

- Circle the words you listened in the audio.

school grandparents cottage bed beach house Lake

fun swim Wood furniture Play board games Summer camp Swimming pool Cabin

Appendix 5

Colegio Provincial San José
6th Grade
Pre-service teacher: María Fernanda Delgado Chia



- Match the statements.

Column 1

Today is the
Grace is
This summer
They have
She will sleep
She is going to
She will make lots of friends
The cottage is
Grace will learn

Column 2

Will be fun
A cottage
On lake Erie
Play board games
last day of school
Very Excited
In a cabin
lots of friends
Campfire songs

Appendix 6

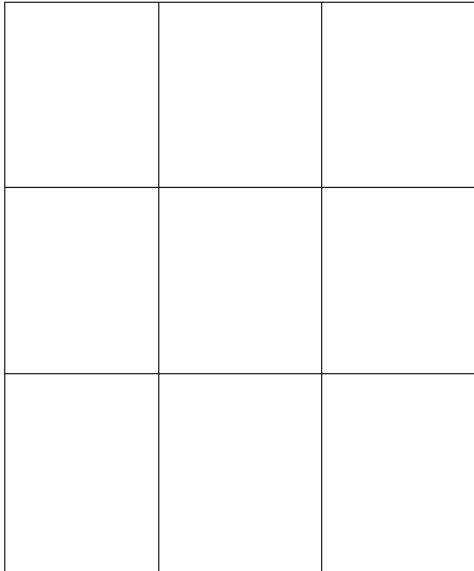
Name: _____ 6 -

Color, cut and glue the images in their chronological order.



Name: _____ 6 -

Color, cut and glue the images in their chronological order.



Appendix 7

<https://www.youtube.com/watch?v=o9NgF8-JdVM>

Appendix 8

EVALUATION GRID

Evaluator : _____

Students : _____ Date : _____

The respect of the indication. 15points/	Prononciation 15points/	Intonation 10 Points/	Pertinence of the content of the poster with oral production theme. 10 Points/	TOTAL ____/ 50
Students respects the indication given by the teacher related to the structure of the oral production	The speech is understood, the pronunciation of the words allows teacher and students understand the speech content	Student talks in a clear way with an appropriate tone of voice.	The content of the poster is related to the oral presentation and serve as a visual aid.	

Appendix 9

CONTENT OF THE VIDEO

- Say your Name
- Presentation of the video's topic.
- Present the house what is the story about
- Say at the end of the telling why you did you love that experience.
- Finish the video by using expression youtubers usually said.

PHRASES YOU CAN USE TO HELP YOUR PRESENTATION

To start: Hello guys, How are you? As you probably know my name is: _____	After present yourself: <ul style="list-style-type: none"> • I'm really excited of being here again • I'm really happy to see you again 	To present the topic: Today I would like to do a story time of our last holidays. We hope you enjoy it.
To start with the tour house: Let's start	When you finished the showing: I hope you liked it	To finish the video: Please like the video and don't forget to subscribe. See you in the next video.

Appendix 10

Evaluation grid

Students: _____ Grade: _____

Topic: _____ Evaluator: _____

<p>Respect of the task: student creates a video based on the topic established by the teacher (8points)</p>	<p>____/ 8points</p>
<p>Student present himself and welcome the viewers (8points)</p>	<p>____/ 8points</p>
<p>Students present the video and the content of it (8points)</p>	<p>____/ 8points</p>
<p>Students present the events of the story chronologically (9points)</p>	<p>____/ 9points</p>
<p>Students at the end of the presentation said why they love of the experience (9 points).</p>	<p>____/ 9points</p>
<p>Student finishes the video by saying expression or phrases youtubers usually say(8points).</p>	<p>____/ 8points</p>

Appendix 6

Appendix 1



Appendix 2.

<https://www.youtube.com/watch?v=cC2vxBDAG8&t=794s>

Appendix 3



Name: _____

Date: _____

- Circle the words you listened in the audio.

Seven o'clock Bathroom Shower Kitchen Breakfast Cereal teeth
 School bus English Chemistry Lunch Music garage Snack

Appendix 4.

Name: _____ 6- _____

- Match the statements.

Column 1

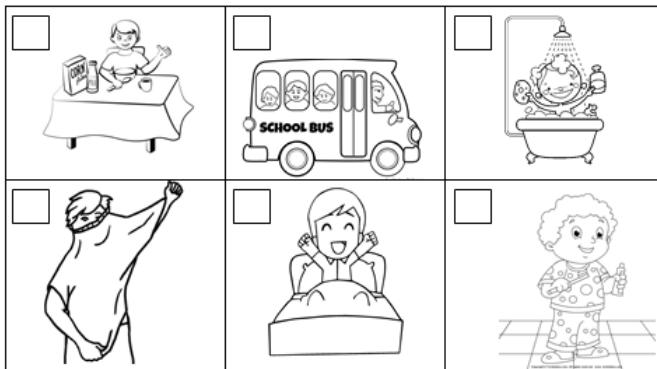
I wake up every morning
 I eat my
 I brush my
 I catch the
 We have math and English
 The boys play in the
 We eat
 After lunch, we have
 After recess, we have

Column 2

teeth
 Before recess
 lunch
 Story and science
 breakfast
 Music and health
 At seven o'clock
 School bus
 Playground

Appendix 5

Name: _____ Date: _____ 6- _____



Appendix 6

<https://www.youtube.com/watch?v=C5hDcYWbMMQ>

Appendix 7

EVALUATION GRID

Evaluator : _____

Students : _____ **Date :** _____

The respect of the indication. 15points/ 15points/	Prononciation 15points/	Intonation 10 Points/	Pertinence of the content of the poster with oral production theme. 10 Points/	TOTAL ____/ 50
Students respects the indication given by the teacher related to the structure of the oral production	The speech is understood, the pronunciation of the words allows teacher and students understand the speech content	Student talks in a clear way with an appropriate tone of voice.	The content of the poster is related to the oral presentation and serve as a visual aid.	

Appendix 8

Evaluation grid

Students: _____ Grade: _____

Topic: _____ Evaluator: _____

Respect of the task: student creates a video based on the topic established by the teacher (8points)	____/ 8points
Student present himself and welcome the viewers (8points)	____/ 8points

Students present the video and the content of it (8points)	____/ 8points
Students present the rooms of the house by giving a little description of each one of them (9points)	____/ 9points
Students at the end of the presentation of each room said why they love that space (9 points).	____/ 9points
Student finishes the video by saying expression or phrases youtubers usually say(8points).	____/ 8points

Total: _____

Appendix 6

Non Participant observation grid	
Implementing video blogs as a tool to improve speaking skill with 6th grade students from Provincial San Jose High School	
Observer: María Fernanda Delgado Chía	Teacher: Blanca Arcoña Villanar
Date: Today is Tuesday, July 9 th 2019	Place: Provincial San Jose High School
Timing: 55minutes	General Objective: implement the participant observation as an instrument for the data collection of the structure of the course, the students' motivation and participation and the interaction between the students and the teacher.
Item	Comments
Structure of the class, How the teacher begins, what does she do at the middle of the class, how does she finish the class.	Teacher started the class by greeting students and doing a proper with the students, then teacher show a video to the students, this video was a story time about some vacations made by an American youtuber, students watched the video to know what they had to do in their final product, then teacher asked about the elements of the video and the grammatical structures she used to tell the story, then students received a piece of paper board to draw the activities they did in the last vacation, the, they presented to the class and teacher finished the class.
Students-teacher interaction:	Students usually call the teacher <i>prof</i> , and teacher call students for their names, when students are doing discipline teacher call the students by their names to call their attention and to demand silence.
The use of mother tongue vs the use of English as a foreign language	Students speak all the time in Spanish they don't use English during English classes and in this session teacher tries to explain in English by using gestures, in this session teacher didn't have the necessary to explain again in Spanish because students understand completely the indications.
Student's motivation and participation.	Students were motivated during the activity of the creation of the poster because it was an activity in which they have to draw and they could use their colors and students to do it, in this presentation time students were a little more confident of themselves and some students go in front of the class without being shy.

Aspects to highlight during the class.	Some students had really good skills to draw which motivate students to participate in English classes, because they can mix the English with something they like to do. In the presentation the students did the little presentation with the teacher demand, they automatically learn it in the last class.
--	---

Suggestions and comments:

Appendix 7

May 31st 2019

The second session of the first implementation session was done on May 31st in which the pre-service teacher worked the speaking task, in that task teacher started by showing a video of a youtuber and the video was entitled my house tour, when teacher said that they were going to leave the classroom a few minutes to move to another classroom students were motivated, students were really excited and they started to do indiscipline that's why teacher said to the students that if they didn't have a good discipline they wouldn't go to the video beam classroom, when students watch the video they said that they had already seen some similar videos but with Spanish youtubers and that they liked the modern houses youtubers showed and in general the video that youtubers upload to youtube, when students were watching the video they understand because of the images but teacher paused the video frequently to repeat some words or phrases and she used non-verbal language to do it, in this session students didn't say to the teacher that they didn't understand, they knew they were watching a video in English and that they must try to comprehend the content of it, when teacher gave them the pieces of bond paper for them to draw a house and present it, some students like to draw and they said they like to draw and color, some students proposed to the teacher to do more activities in which they have to draw and color, taking into account that the teacher had enough time to finish the activity teacher let the presentation of posters for the next class, but in the next class some students did a new poster at home and they finished the presentations, When teacher received the videos next class some students were really excited about the grade and they said to the teacher that they really liked to create the video and that they wanted to do similar tasks for other classes, what could demonstrates that students like working with videos and with new technologies because the productions of the videos were really good, the software they used to create the video were basic but they were so creative with the effects and the sound of the video and the spoken productions too, the students presented the video with confidence. Teacher proposed to the students the use of some expressions youtuber used and they look for other expressions I didn't propose, the groups include all the elements I suggest and they also include some they found. In the video the ideas and the content of it was clear teacher could understand the content of the video, the only problem was the sound because it was a little low but the content of it was coherent.

Appendix 8



Appendix 9

Transcripción de las entrevistas

PARTICIPANTE 1

Buenos días el día de hoy realizaremos una entrevista sobre el proceso de recolección de datos del proyecto implementación de video blogs como una estrategia para mejorar las habilidades de habla en estudiantes de sexto grado del colegio Provincial San José de Pamplona con el fin de conocer las perspectivas de los participantes acerca de cómo se ha venido desarrollando el mismo, cabe resaltar que toda la información recolectada será tratada con la más estricta confidencialidad y su identidad no será expuesta bajo ninguna circunstancia. Sistema libre de responder lo que desee, en esta pregunta no hay respuestas correctas o incorrectas, solo su opinión y no será evaluado.

-Entonces empezamos, con la primera pregunta, ¿Entiende usted las actividades a realizar y las explicaciones dadas en clase o la profesora las dice en inglés? ¿SÍ/ ¿No? ¿Que entienda?

-Pues sí porque pues la profesora explica muy bien y pues eso me ha ayudado bastante en este año porque yo al principio del año no sabía pues casi nada inglés.

-No entendía mucho y ahora sí, perfecto, ¿Cree usted que su habilidad de escucha ha mejorado teniendo en cuenta la primera y la última clase en la que se aplicó una actividad de audio? ¿SÍ/ ¿No? ¿Por qué?

-Sí.

-Por qué ha mejorado?

-Por lo que yo cuando al principio de año o sea no entendía los audios ni nada y ahora pues la profesora los ha ido explicando y he entendido bastante.

-Durante las clases en las que se trabajan los audios, ¿se interesa por participar profesor guiarlo al respecto?

-Me gusta participar porque así como que me motiva más en el tema y pues... aprendo más y así.

-¿Le gusta captar ideas del contenido de los audios trabajados en clase? ¿Esa decir, ¿le gusta comprender lo que dice el audio?

-Sí, pues bastante cosas porque así aprendo más y voy conociendo más palabras, o sea entiendo bastante palabras y ya pues se bastante.

-Bueno, la siguiente pregunta es, ¿Cree usted que ha aprendido más vocabulario con la aplicación del proyecto? ¿SÍ/ ¿No? ¿Por qué?

-Sí, porque pues en los audios uno le enseñan las palabras entonces uno va captando más la idea de cada palabra cuando se explican con las imágenes.

-¿Cómo se siente más seguro y cómodo? ¿Haciendo el video en casa con sus compañeros? O ¿Haciendo una presentación en el salón de clase?

-Haciendo el video en la casa, bueno pues me siento más cómodo con el video por lo que yo en la casa... em... pues puedo ensayar y voy aprendiendo más pero si fuese en exposición me da pena porque pues no se me da para lo que digan mis compañeros.

-¿Se siente motivado con las actividades realizadas en el salón de clase al momento de aplicar el proyecto con la creación de video final? ¿Por qué?

-Sí, pues, a mí me gusta por lo que así yo he aprendido y si pues me quedaba algo mal la profesora me corrige y así.

-Muy bien, la siguiente, ¿Le han parecido interesantes los temas trabajados en cada sesión del proyecto o le gustan trabajar esos temas? ¿Cuáles?

-Sí me gustan, no se que me gustaría algo así como un video de bastantes personas hablando sobre las clases.

-Siempre que la creación de los videos le permite expresar su creatividad?

-Sí, por lo que pues así mismo como hablo en inglés y lo que he aprendido en las clases y todo eso.

-¿Considera usted que el uso de sus habilidades de habla en inglés con la creación de los videos? ¿SÍ/ ¿No? ¿Por qué?

-Sí porque pues yo al principio de año no sabía casi inglés y ahora con los videos ya se más o menos hablar y así.

-Ah bueno, está muy bien.

En la escala del 1 al 3 emmencas cuáles de esas habilidades cree usted que ha mejorado más a través de la realización de inglés siendo 1 el menor y 3 el mayor.

- Vocabulario: 3
- Pronunciación: 2
- Reglas gramaticales (Estructuras): 3

-¿Cómo le pareció el trabajo en grupo para la realización de los videos?

-Me gustó mucho el trabajo en grupo porque uno pues sí más compañeros, me apoyo con mis compañeros y es más fácil el trabajo.

-¿Considera usted que el trabajo en grupo le ayudó o le perjudicó para la realización de los videos? ¿Por qué?

-Me ayudó porque nos ayudamos entre nosotros para que el video saliera bonito.

-Para una próxima oportunidad que preferiría hacerlo individual o grupal? ¿Por qué?

-Grupal porque yo me entiendo más y es como más compañeros.

-¿Cómo le pareció la realización de los videos en inglés en la clase?

-Sí, muy bien pues al principio como que no sabía porque pues todavía no sabía tanto inglés y me daba como pena pero después cuando ya fui realizando más videos pues fui aprendiendo más y me gustó mucho.

Listo, y eso se trata porque el último video tuvo una producción muy buena.

-¿Le gustaría que en la clase de inglés se siguiera implementando ese tipo de actividades? ¿SÍ/ ¿No? ¿Por qué?

-Sí, pues seguir haciendo videos, seguir haciendo las actividades que hacemos y así, porque yo así he entendido más con los audios pues me ha ayudado más y así.

-¿Cómo le pareció usar el inglés en situaciones de la vida cotidiana? Como describir la casa, hablar de algunas vacaciones y de las actividades de la rutina diaria.

-Sí me gusta bastante porque o sea a nosotros acá uno no se entiende y en la casa como que nosotros hablamos todo eso y no se solamente en el salón o hacer cosas.

-¿Le gustó utilizar las nuevas tecnologías en trabajos de inglés? ¿SÍ/ ¿No? ¿Por qué?

-Sí, me gustó mucho porque pues uno así puede mostrarle a sus personas que uno puede subir videos y así.

PARTICIPANTE 2



Buenos días el día de hoy realizaremos una entrevista sobre el proceso de recolección de datos del proyecto implementación de video blogs como una estrategia para mejorar las habilidades de habla en estudiantes de sexto grado del colegio Provincial San José de Pamplona con el fin de conocer las perspectivas de los participantes acerca de cómo se ha venido desarrollando el mismo, cabe resaltar que toda la información recolectada será tratada con la más estricta confidencialidad y su identidad no será expuesta bajo ninguna circunstancia. Sistema libre de responder lo que desee, en esta pregunta no hay respuestas correctas o incorrectas, solo su opinión y no será evaluado.

-Entonces empezamos, con la primera pregunta, ¿Entiende usted las actividades a realizar y las explicaciones dadas en clase o la profesora las dice en inglés? ¿SÍ/ ¿No? ¿Que entienda?

-Sí.

-No entendía mucho y ahora sí, perfecto, ¿Cree usted que su habilidad de escucha ha mejorado teniendo en cuenta la primera y la última clase en la que se aplicó una actividad de audio? ¿SÍ/ ¿No? ¿Por qué?

Appendix 10

 COLEGIO PROVINCIAL SAN JOSÉ PAMPLONA HONOR, CIENCIA Y VIRTUD NIVELACION INGLES		
---	--	---

1. Fill the gaps with the correct form of verb to be (am/is/are).

- I _____ tall, slim and handsome.
- My friends _____ students from 6th grade at Provincial San José.
- She _____ a Math teacher at the University.
- They _____ my brothers.
- He _____ a doctor in the pediatrics area.

2. Transform these sentences into the negative form of verb to be.

- Your brother's a doctor. _____
- Teachers are on holiday in August. _____
- It's late. _____
- You're from England. _____
- They're my friends. _____

3. Transform these sentences into the interrogative form of verb to be.

- I'm late for class. _____
- You're at home this weekend. _____
- This sea's free. _____
- She's married. _____
- Mary's happy here. _____

4. Select the correct form of past simple tense.

- We _____ (was / were) in the United States of America last spring.
- Jamie _____ (was / were) 25 last June.
- You _____ (was / were) very busy on Friday.
- I _____ (was / were) at home yesterday.
- It _____ (was / were) you at work this morning?
- He _____ (was / were) not surprised by the present.
- It _____ (was / were) not very dangerous.
- She _____ (was / were) interested in science.

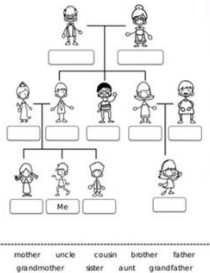
5. Select the correct form of past simple tense in the negative form.

- The football shirts _____ in the bag. (wasn't or weren't)
- It _____ dark at 10 o'clock. (wasn't or weren't)
- The tickets _____ expensive. (wasn't or weren't)
- The exercise _____ easy. (wasn't or weren't)
- They _____ at home yesterday. (wasn't or weren't)

6. Organize the following questions.

- (there/Were/last/you/night?) _____
- (movie/Was/movio/the/interesting?) _____
- (be/Were/ doors /closed?) _____
- (she/Was/with /angry/you?) _____
- (Bill and Fred/at/their /were/ restaurant?) _____

7. Complete the family tree with the family members below.



8. Color the circles.

				
RED	YELLOW	BLUE	ORANGE	GREEN
				
PURPLE	GRAY	PINK	BROWN	BLACK

9. Write the following numbers.

3: _____

6: _____

8: _____

11: _____

14: _____

16: _____

21: _____

24: _____

27: _____

30: _____

36: _____

38: _____

40: _____

43: _____

45: _____

47: _____

50: _____

10. Choose the correct answer according to the description.

- "drives a bus"
- A. waiter B. doctor C. bus driver D. teacher
- "teaches students in a school"
- A. student B. dentist C. teacher D. bus driver
- "sings songs"

- A. singer B. firefighter C. waiter D. truck driver
- "cooks food in a restaurant"
- A. chef B. Police officer C. student D. teacher
- "works at the police station and fights crime"
- A. Police officer B. student C. singer D. postal worker
- "serves food in a restaurant"
- A. waiter B. student C. singer D. chef
- "studies at school"
- A. truck driver B. singer C. student D. dentist
- "takes care of teeth"
- A. postal worker B. chef C. dentist D. firefighter
- "works in a hospital and treats sick people"
- A. Doctor B. teacher C. student D. truck driver

11. Write the correct words in the boxes below the pictures.

beautiful	handsome	old	young	tall	short
fat	slim	thin	blond hair	ginger hair	dark hair

12. Write the correct words in the boxes below the pictures.

train station	library	cafe	school	cinema	sports centre
post office	bank	factory	bus stop	supermarket	castle

13. Complete the following table.

YESTERDAY	TODAY	TOMORROW
	Wednesday	
	Monday	
	Thursday	
	Tuesday	
	Sunday	
	Saturday	
	Friday	

14. Unscramble the month of the year.

uyjnara	<input type="text"/>
ryfbeura	<input type="text"/>
hcmra	<input type="text"/>
lapir	<input type="text"/>
yam	<input type="text"/>
enju	<input type="text"/>
yjlu	<input type="text"/>
gtsuaa	<input type="text"/>
tmesperbe	<input type="text"/>
tcobore	<input type="text"/>
vonmreb	<input type="text"/>
cedmeerb	<input type="text"/>

Appendix 11





Appendix found in the CD.

Appendix 1. Matrix Spoken Productions

Appendix 2. Matrix Interview

Appendix 3. Matrix Journals

Appendix 4. Permission letters.

Appendix 5. Journals

Appendix 6. Narratives

References

Ahmadi, M. (2018). The use of technology in English language learning. *International journal of*

research in English education, 3:2. Gains, Irán.

Retrieved from: <http://ijreeonline.com/article-1-120-en.pdf>

Balakrishnan, V., Puteh, F. (2018). Blending Face-to-Face Communication and Video Blogging in Acquiring Public Speaking Skills. *Journal of Creative Practices in Language Learning and Teaching*.2.

Retrieved from: https://www.researchgate.net/publication/269030068_Blending_Face-to-Face_Communication_and_Video_Blogging_in_Acquiring_Public_Speaking_Skills

Balsiger, P., Lambelet, A. (2014). Participant Observation. En Donatella Della porta (Ed) *Methodological practices in social movement research*.(p.144-172).

Retrieved from:

<https://oxfordindex.oup.com/view/10.1093/acprof:oso/9780198719571.003.0007>

Bouchon, M (2009). Collecte de données. Méthodologies qualitatives. Journal of Experimental and Theoretical Physics.

Retrieved from: http://www.recherche-qualitative.qc.ca/documents/files/revue/edition_reguliere/numero24/24Samson%20et%20al.pdf

Chang, A. C-S. & Read, J. (2006). The effects of listening support on the listening performance of EFL learners. *TESOL QUARTERLY*, 40, 375-397.

Common European Framework of reference for languages: Learning, teaching, assessment.

Council of Europe.

Retrieved from: <https://rm.coe.int/16802fc1bf>

Cong-Lem, N. (2018). Web-Based Language Learning (WBLL) for Enhancing L2 Speaking Performance: A Review. *Advances in Language and Literary Studies*. 9.

Retrieved from: <http://journals.aiac.org.au/index.php/all/article/view/4638>

Correa Molina, E. et al. Concept de réflexion: un regard critique.

Retrieved from: <http://numerica.uqam.ca/sites/default/files/livres/1002160ar.pdf>

Council of Europe (2001). Common European framework of reference for languages: Learning, teaching, assessment (CEFR). English version: Cambridge University Press.

www.coe.int/lang-cefr

Creswell, J. (2002). Educational research: Planning, conducting, and evaluating Quantitative and Qualitative research. Upper Saddle River, NJ: Merrill Prentice Hall.

Dikilitas, K & Mede, E. (2015). Teaching and Learning Sociolinguistic Competence: Teachers' Critical Perceptions. Vol. 2(3), pp. 14-31

Education First (2018). English Proficiency Index.

Retrieved from: <https://www.ef.com.co/~~/media/centralescom/epi/downloads/full-reports/v8/ef-epi-2018-spanish-latam.pdf>

Golonka, E. et al. (2014) Technologies for foreign language learning: a review of technology

types and their effectiveness, *Computer Assisted Language Learning*, 27:1, 70-105,

Retrieved from: <https://doi.org/10.1080/09588221.2012.700315>

Groot, A.M., 2009. *Language Learning*, 56(3): 463-506.

Fiorentino, R. (2006). Lexical structure and the nature of linguistic representations.

Harmer, J. (2001). *The practice of English language teaching*. Harlow: Pearson Education.

Hatch, J. A. (2002). *Doing Qualitative Research in Education Settings*. Albany, New York: State University of New York Press

Hung, S., Huang, H. (2015). Video blogging and english presentation performance: a pilot study.

Psychological Reports: Sociocultural Issues in Psychology. 2.

Retrieved from: <https://doi.org/10.2466/11.PR0.117c20z6>

Kim, H. (2013). Emerging mobile apps to improve English listening skills. *Multimedia-Assisted Language Learning*, 2.

Retrieved from: <http://journal.kamall.or.kr/wp-content/uploads/2013/09/16-2->

[HSKim.pdf](#)

Larsen-Freeman, D. (2001). Teaching Grammar. In M. Celce-Murcia (ed.), *Teaching English as a Second or Foreign Language* (3rd edn., pp. 251-66). Boston, MA: Thomson/ Heinle.

Mahu, P. (2012). Why is learning English so beneficial nowadays? *International Journal of Communication Research*. 2.

Retrieved from: http://www.ijcr.eu/articole/108_102_pdfsam_IJCR%204-

[2012%20tipo.pdf](#)

Manurung, K. (2014). Improving the speaking skill using reading contextual internet-based instructional materials in an EFL class in Indonesia. *Procedia - Social and Behavioral Sciences*. 4.

Retrieved from: <https://www.sciencedirect.com/science/article/pii/S1877042815004796>

Martínez, V. (2013). Métodos, técnicas e instrumentos de investigación.

Retrieved from:

https://www.academia.edu/6251321/M%C3%A9todos_t%C3%A9cnicas_e_instrumentos_de_investigaci%C3%B3n

Ministerio de Educación Nacional. (2018). Lengua Extranjera.

Retrieved from: <https://www.mineducacion.gov.co/1759/w3-article-364450.html>

Ministerio de Educación Nacional. (2006). Estándares básicos de competencias en lenguas extranjeras: Inglés.

Retrieved from: https://www.mineducacion.gov.co/cvn/1665/articles-115174_archivo_pdf.pdf

Orellana, D., and Sánchez, C. (2006). Técnicas de recolección de datos en entornos virtuales más usadas en la investigación cualitativa. *Revista de Investigación Educativa*. 24.

Retrieved from: <https://www.redalyc.org/pdf/2833/283321886011.pdf>

Rabah, J. (2015). Benefits and Challenges of Information and Communication Technologies (ICT) Integration in Québec English Schools. *The Turkish Online Journal of Educational Technology*. 14.

Retrieved from: <https://eric.ed.gov/?id=EJ1057526>

Richards, J. (2008). *Teaching listening and speaking from theory to practice*. New York, United States: Cambridge University press.

Retrieved from: <https://www.professorjackrichards.com/wp-content/uploads/teaching-listening-and-speaking-from-theory-to-practice.pdf>

Richards, J., and Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. New York, United states: Cambridge University Press.

Sparks-Langer, G & Colton A. Synthesis of research on teachers' reflective thinking en

http://www.ascd.com/ASCD/pdf/journals/ed_lead/el_199103_sparks-langer.pdf

Şeker, E. Communicative approach as an English language teaching method: Van Atatürk Anatolian High School sample. Research gates

Retrieved from: DOI: 10.14527/C1S1M5

Shehadeh, A. (2005). *Task-based Language Learning and Teaching: Theories and Applications. Teachers Exploring Tasks in English Language Teaching.*

Retrieved from: https://www.researchgate.net/publication/304698703_Task-based_Language_Learning_and_Teaching_Theories_and_Applications

Small, S.; Uttal, L.(2004). Action-Oriented Research: Strategies for Engaged Scholarship. *Journal of Marriage and Family* . 67.

Thornbury, Scott. (1999). *How to Teach Grammar*. Essex: Pearson Education Limited.

Retrieved from: https://www.jstor.org/stable/3600248?seq=1#page_scan_tab_contents

Willis, J. (1996). A framework for tasked based learning. Edinburgh Gate, England.: Addison
Wesley Longman.